DOCUMENT RESUME

ED 156 861 CE 017 043

TITLE	Marketing and Distributive Education. Food Marketing Curriculum Guide
INSTITUTION	Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE	May 78
NOTE	804p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 039-042
EDRS PRICE	MF-$1.50 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Business Education; Communications; Curriculum Guides; *Distributive Education; Economics; Educational Objectives; *Food Service Industry; Food Service Workers; *Food Stores; Human Relations; *Job Skills; *Learning Activities; Management; *Marketing; Mathematics; Merchandising; Occupational Information; Post Secondary Education; Producer Services; Resource Materials; Salesmanship; Secondary Education

ABSTRACT

This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in food marketing. This guide covers the following eleven areas of instruction: advertising; communications; display; human relations; marketing/economics; management; mathematics; merchandising; operations; product and/or service technology; and selling. The basic format for each instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; the essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides which cover general retail merchandizing (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, 133 434, and 146 356-357). (BM)

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MARKETING AND DISTRIBUTIVE EDUCATION:

FOOD MARKETING CURRICULUM GUIDE

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MAY 1978

CE 017 043

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FOREWORD

The *Marketing and Distributive Education Curriculum Guide in Food Marketing* as been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the career field of marketing and to allow marketing and distributive education teacher-coordinators maximum flexibility. A variety of suggested learning activities are provided to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Similarly, a variety of references are listed so that the teachers will be aware of available educational materials in their local educational agencies and be able to secure them readily by consulting the bibliography of instructional materials in the *General Marketing Guide*.

The Illinois Office of Education, Department of Adult, Vocational and Technical Education is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in the following 15 instructional program areas in the field of marketing: Advertising; Apparel and Accessories; Automotive-Petroleum; Marketing Services; Finance and Credit; Food Marketing; Food Service; General Retail Merchandising; Hardware-Building Materials, Farm and Garden; Home Furnishings; Industrial-Materials Handling; Lodging-Recreation and Tourism; Small Business Management; Transportation and Warehousing; and Wholesaling.

This publication should be used in conjunction with *Marketing and Distributive Education Curriculum Planning Guide*. Additional publications which have been developed by the Illinois Office of Education, Department of Adult, Vocational and Technical Education that are designed to prepare individuals for careers in marketing include:

1. *Marketing and Distributive Education Curriculum Guide in General Marketing*
2. *Marketing and Distributive Education Curriculum Guide in General Retail Merchandising*
3. *Marketing and Distributive Education Curriculum Guide in Wholesaling*
4. *Owning and Operating a Small Business: Strategies for Teaching Small Business Ownership and Management*
5. *Clothing Apparel and Accessories Merchandising Guide*
6. *Home Furnishings Merchandising Guide*
7. *Hospitality Education: A Guide for High School Teachers.*

The research process included a careful study of the competency and career research in the field, intensive input from a jury of 10 food marketing executives, interviews of 35 General Grocery Clerks employed in the food marketing industry throughout the state of Illinois, and field testing and critiquing of the first-draft copies of the curriculum guide by marketing and distributive education teacher-coordinators in over 100 schools in Illinois.

Sincere appreciation is extended to the food marketing executive jury members that are identified in the Research Procedures section of the *Marketing and Distributive Education Curriculum Guide in General Marketing*, to the 35 food marketing employees who were interviewed, and to the 100 teacher-coordinators in the state of Illinois who assisted in one way or another in the development of this curriculum guide.

A special thank you is extended to the 50 teacher-coordinators in the state of Illinois who conducted interviews of food marketing employees, participated in seminars throughout the state to review the first-draft copies of the guide, and arranged for dissemination workshops.

Special recognition is given to the following individuals for their many outstanding contributions. Mr. Lauren Housel served as project consultant and Ms. Peggy Pool served as contract monitor representing the Illinois Office of Education, Department of Adult, Vocational and Technical Education. Mr. Edwin Giermak, College of DuPage, was the consultant representing the Illinois Community College Marketing and Management Association. Mr. Paul Reibman was the State of Illinois Secondary Marketing and Distributive Education Association consultant. Mrs. Lucy Crawford, Professor Emeritus, Virginia Polytechnical University, served as the research consultant for the project.

A most heartfelt "thank you" is extended to Ms. Carolyn English, Ms. Patti Staas, Ms. Diane Oltman, and the other members of the Department of Business Education and Administrative Services staff at Northern Illinois University.

MARKETING AND DISTRIBUTIVE EDUCATION:

MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE IN FOOD MARKETING

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	Number	Color
Advertising	1	Blue
Communications	2	Goldenrod
Display	3	Yellow
Human Relations	4	Buff
Marketing/Economics	5	Blue
Management	6	Green
Mathematics	7	White
Merchandising	8	Pink
Operations	9	Salmon
Product and/or Service Technology	10	Yellow
Selling	11	Green

IMPORTANT NOTE

The *General Marketing Curriculum Guide* is the master publication and should be studied carefully before using this Guide. **It is important to note that the *General Marketing Curriculum Guide* contains those competencies and learning activities which are common to the following marketing occupations:**

GENERAL RETAIL MERCHANDISING
FOOD MARKETING
WHOLESALING

The use of this guide alone would be inadequate unless the *General Marketing Curriculum Guide* content is also included.

The *General Marketing Curriculum Guide* also contains a bibliography of instructional materials that are referenced in this guide and an explanation of the research procedures used in preparing this curriculum guide.

HOW TO USE THE GENERAL MARKETING, FOOD MARKETING, WHOLESALING, AND GENERAL RETAIL MERCHANDISING CURRICULUM GUIDES

The publication, *Marketing and Distributive Education Curriculum Planning Guide*, and the following four curriculum guides were prepared together during the 1976-1978 period of time: General Marketing, Food Marketing, Wholesaling, and General Retail Merchandising. These four curriculum guides have been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. The essential common and specialized competencies have been identified and listed in order of importance based upon structured interviews with General Grocery Clerks, Salespersons, and Order Pickers. A number of suggested learning activities are listed to enable teachers to determine which one or ones would best serve their teaching methods and their students' learning styles. Similarly, a number of references have been listed so that the teachers will be aware of the educational materials available in their school and be able to secure them readily by consulting the bibliography of instructional materials printed in the *General Marketing Curriculum Guide*. Cluster instructional objectives have been provided to facilitate the organization of instruction for the teacher-coordinator. For maximum usefulness, the competencies have been both number and color coded into the following eleven instructional areas:

Competency	Number	Color
Advertising	1	Blue
Communications	2	Goldenrod
Display	3	Yellow
Human Relations	4	Buff
Marketing/Economics	5	Blue
Management	6	Green
Mathematics	7	White
Merchandising	8	Pink
Operations	9	Salmon
Product and/or Service Technology	10	Yellow
Selling	11	Green

These instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based competitive events program and for numerous other curriculum projects in the field of marketing and distributive education.

THE *GENERAL MARKETING CURRICULUM GUIDE* IS THE MASTER PUBLICATION IN THE SERIES AND SHOULD BE STUDIED CAREFULLY BEFORE USING THE OTHER GUIDES. IT IS ALSO IMPORTANT TO NOTE THAT THE *GENERAL MARKETING CURRICULUM GUIDE* CONTAINS THOSE COMPETENCIES AND LEARNING ACTIVITIES WHICH ARE COMMON TO THE FOLLOWING THREE MARKETING OCCUPATIONS: FOOD MARKETING, WHOLESALING, AND GENERAL RETAIL MERCHANDISING. The *General Marketing Curriculum Guide* can be revised to include the competencies which are common to all marketing occupations as future curriculum guides are developed. The loose leaf format is conducive to making these additions without total reprinting.

The Competency Curriculum Planning Grid that is located in the *General Marketing Curriculum Guide* should be studied carefully during the instructional planning process. This grid has been developed to facilitate the planning of large group, small group, and individual instruction. The planning grid can also be helpful in determining which competencies are most important as perceived by the business executives who were members of the jury and by the employees who were interviewed. The opinions of both of these two business groups should be carefully studied in planning what is to be taught.

Blank sample competency implementation worksheets are included in the *General Marketing Curriculum Guide* so that as additional competencies are identified on the local level sheets can be prepared and inserted into the curriculum guides at the appropriate place.

These curriculum guides may be used in a number of different ways depending upon student and community needs, local educational agencies, community learning facilities and resources, teaching style of the teacher, comprehensiveness of the marketing and distributive education curriculum, prior competencies acquired by the students, and other similar factors. Some teacher-coordinators will prefer to help students acquire the competencies listed in the *General Marketing Curriculum Guide* in lower grade level courses, e.g., introduction to marketing and distributive education, marketing and distribution, retailing, or marketing and distributive education laboratory.

Most teacher-coordinators will desire to help their students acquire the specific competencies needed for employment in food marketing, wholesaling, or general retail merchandising in courses taught at the higher grade levels. Area vocational centers, community colleges, and other schools with specialized marketing and distributive education course offerings in the areas of food marketing, wholesaling, and general retail merchandising will find these curriculum materials especially easy to use. Teacher-coordinators in schools without specialized course offerings will find the curriculum materials helpful as they individualize instruction based upon the career objectives of their students.

Instructors for post-secondary and adult students will find the curriculum materials to be especially valuable for preparing individuals to be competent employees for the first-level marketing position(s) that were researched in the fields of food marketing, wholesaling, and general retail merchandising. The competency-based approach to curriculum development and the individualizing of instruction are viable approaches at all educational levels.

The competencies listed in the guide and the curriculum guides themselves should be considered only as teaching suggestions and not as the complete curriculum. Individual student and community needs as well as the judgment, experience, and opinions of the teachers and advisory committee members should determine the content of the curriculum on the local level. Prior to the instruction in the competencies needed for employment in marketing, the students in all local schools should have carefully studied and explored the wide array of careers in marketing. Increasingly, schools are providing students with an opportunity to better understand themselves and the world of work through a wide variety of career education type activities at various lower grade levels.

In the state of Illinois, a course entitled "Orientation to Business, Marketing, and Management Occupations" is recommended at the ninth grade level. A publication entitled *Orientation to Business, Marketing, and Management Occupations* (1977) has been prepared by the Illinois Office of Education, Department of Adult, Vocational and Technical Education. A curriculum guide for exploring careers in marketing is available from the United States Office of Education. The publication, *Career Marketing and Exploration* (1976), can be ordered through the Superintendent of Documents Office, Public Documents Distribution Center, Pueblo, CO 81009.

The instructional materials listed in the reference column of the curriculum guides and in the bibliography of instructional materials were selected because they are the ones that are most commonly used by teachers in the field. A major effort was made to limit the number of updated references so that the local educational agencies would be able to purchase them if necessary.

The edition number is only listed for those newer publications in which there is an older edition that is currently being used in a large number of schools. In most cases more than one instructional reference is provided. This was done to help insure the local availability of at least one of the references and also to provide flexibility for both the teacher and student in individualizing instruction.

INFORMATION ON CAREERS IN FOOD MARKETING

Food Marketing is the nation's largest business with annual sales reaching an all-time peak each year. The typical American family spends approximately 25 percent of their income for food. The local food store is a complex operation that depends upon a smooth working organization for its efficiency. The single most important factor in food marketing is personnel.

Chain food stores' sales account for over 40 percent of the $4 billion in sales. The food dollar buys more expensive foods and more service each year. Proportionately, basic food items cost less as disposable income continues to increase. Therefore, the average consumer enjoys better food and service. An increasing number of convenience type foods that provide "ready service" are available on supermarket shelves.

One of the newer trends in supermarket operation is the advent of the mega-supermarket. This huge operation deals in large volume with high stock turnover. The competition in the supermarket industry is extremely keen with regional and national chains moving in and out of market areas. A recent example of this is the National and Kroger food chains in the Chicago area.

Salaries of personnel in the supermarket industry vary considerably depending on the geographic location of the firm. Wages for personnel in grocery clerk and checker-cashier positions range from $4-$8 per hour. The exact salary will, of course, depend on the size of the organization and the location of the organization.

The following sources can be used for additional career information on the food marketing industry:

Beaumont, John A., Kathleen H. Langan, and Louise H. Taylor, Ed.D., *Your Career in Marketing*, New York: Gregg Division, McGraw-Hill Book Co., 1976.

Bikkie, James A. and Eugene L. Dorr, *Careers in Marketing*, New York: Gregg Division, McGraw-Hill Book Co. 1978.

Career Exploration in Marketing and Distribution, Washington, DC: United States Government Printing Office, 1975.

"Food Stores," *Careers in Marketing Filmstrip Series*, New York: Gregg Division, McGraw-Hill Book Company, 1976.

"Marketing Careers," *Careers in Focus Filmstrip Series*, New York: Gregg Division, Mc-Graw Hill Book Company, 1976.

Richert, G. Henry, et.al., *Retailing Principles and Practices*, New York: Gregg Division, McGraw-Hill Book Co., 1974, 2nd Edition.

Self Study Program in Retail Food Store Operations, Chicago: The Quaker Oats Company, 1975.

Smith, Gary R., Barbara S. Vorndran, and Charles S. Winn, *Exploring Marketing Occupations*, New York: Gregg Division, McGraw-Hill Book Co., 1976.

The most commonly identified first-level positions in the field of food marketing with opportunities for upward mobility beyond the first level is that of GENERAL GROCERY CLERK. This position is sometimes called GROCERY CLERK or DAY CLERK. However, leaders in the food marketing industry identified the job title of GENERAL GROCERY CLERK as being the one that is most commonly used.

The job description of GENERAL GROCERY CLERK includes the following major duties: stocking, displaying, unloading, ordering, checking and receiving, shoplifting prevention, assisting in training and directing part-time personnel, assisting in customer service, and assisting in bagging customer orders. A person in this position can also move into the other area of the supermarket field such as the produce department, dairy department, or frozen food department.

Because of the variety of sizes and nature of the local store operation, it is difficult to make generalizations concerning all the duties of the general grocery clerk. There is a need to discuss career opportunities with food marketing leaders on the local level to learn if there are any differences in career opportunities than those that have been described in this section.

Workers in the food marketing industry are required to possess or acquire a number of emotional qualities, physical abilities, and mental traits. The most important emotional quality that is required for employment in the food marketing industry is the ability of being able to get along with the customers. The needs of customers with a wide range of demands and personality types must be served, therefore, personnel must be flexible and tolerant. Food stores can become extremely busy, especially on the weekends when the advertised specials are in effect. There is also a certain level of noise that is generated in the food marketing industry. The general grocery clerk works between the stockroom and the sales floor. Some stockrooms are not air conditioned so the movement from an air conditioned selling floor to a warm stockroom is frequently required.

The possession of physical strength is one of the physical abilities required of the general grocery clerk. The ability to work irregular hours and to stand on one's feet for a long period of time is also essential. Because of the amount of unloading, marking and stocking of the merchandise that is done, the ability to use hands effectively is essential. Most merchandise is shipped in case lots and many of the boxes are very heavy. Being able to lift and stack heavy merchandise into attractive displays is also an important skill required of the general grocery clerk.

One of the mental traits that is important is the ability to work with numbers. Price changes occur frequently in the food marketing industry and general grocery clerks are required to change prices. Clerks working in the produce department or involved with checking orders also have to be able to read scales and convert the pounds into selling price. Organizational ability is necessary in developing a work system based on stock flow from the stockroom to the selling floor because storage space is at a premium in a supermarket. The general grocery clerk also has to be able to carry out a wide variety of assigned responsibilities.

There is great potential for employment and advancement in the supermarket industry. Some food chain marketers even provide tuition reimbursement or other incenties to encourage their employees to attend two-year community college of four-year university supermarket management programs. There are a variety of ways a person can advance in the supermarket industry; however, all major career paths with upward mobility include being employed as a general grocery clerk.

Additional common first-level positions with more limited opportunities for upward mobility include clerk, front-end checker, service booth attendant, dairy clerk, produce clerk, delicatessen clerk, pastry clerk and wrapper.

The most commonly identified second-level positions include: night crew chief, front end chief, dairy/frozen food manager, produce department manager, non-food department manager, delicatessen department manager, pastry department manager and assistant head cashier. The position of night crew chief is the second-level position with the greatest number of opportunities for promotion to management level positions in the food marketing industry.

Promotional criteria for individuals desiring to be promoted to a second-level position include, in addition to having performed the first-level position in a most efficient and effective manner, the ability to demonstrate the following abilities and competencies:

1. physical dexterity
2. ability to assume responsibility
3. proven ability to work rapidly with a high degree of accuracy
4. seniority.

The most commonly identified third-level positions include that of professional produce manager, assistant grocery manager and head cashier. However, the position of assistant grocery manager is the one position with the number of upward mobility job opportunties.

The promotion of individuals to third-level positions is extremely significant. Individuals who can perform at this level are frequently singled out for key line or staff positions and may be provided with additonal education and special training.

Promotional criteria for third-level positions, in addition to the ones identified for second-level positions, include:

1. demonstrated performance at second-level position and identified future potential
2. potential for assuming additional responsibility
3. attitude toward work and nature and extent of previous work experience
4. creativity

5. initiative
6. personality conducive to working in the food marketing industry
7. adaptability, including willingness to relocate
8. skill in business mathematics, including ability to use calculating machines
9. loyalty to firm
10. personal integrity.

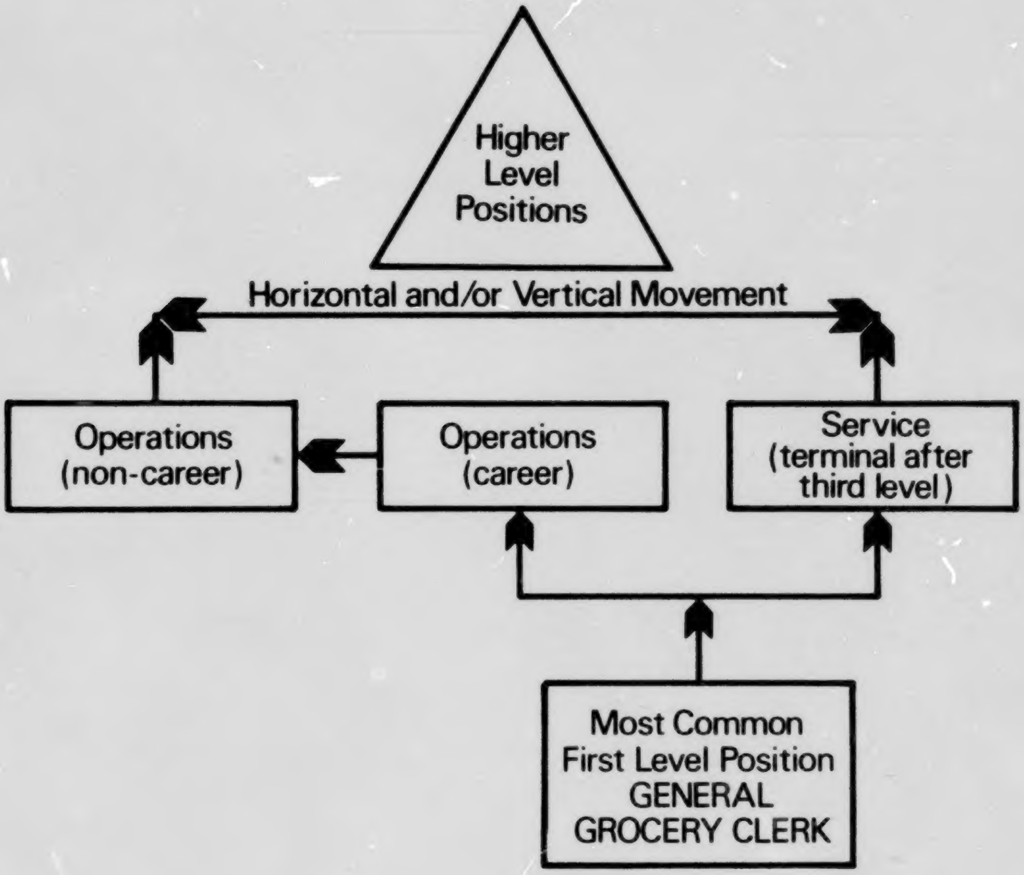
The three most commonly identified fourth-level positions are assistant manager, store co-manager, and grocery manager. The fifth-level positions vary by size and type of firm, but the most frequently mentioned job titles are that of store manager, district supervisor, and area staff specialist. From the fifth-level position upward, a wide variety of jobs and opportunities are available. The jobs at the higher levels become extremely specialized and diversified and are related more than the unique abilities of individuals than a pre-determined job description. However, the most commonly mentioned sixth-level position is that of district manager.

The next few pages contain information that illustrates the various career levels in the food marketing field and includes descriptions of some of the lower level positions. Keep in mind that the number of positions and the job descriptions in each level will vary depending on the size of the food marketing firm.

FOOD MARKETING CAREER LEVELS

6	District Manager
5	Store Manager, District Supervisor, Area Staff Specialist
4	Assistant Manager, Store Co-Manager, Grocery Manager
3	Key Staff or Line Position
2	Produce Manager, Assistant Grocery Manager, Head Cashier
1	General Grocery Clerk, Clerk, Front-End Cashier, Service Booth Attendant, Dairy Clerk, Produce Clerk, Delicatessen Clerk, Pastry Clerk, Wrapper

FOOD MARKETING CAREER LEVELS


Higher Level Positions
Horizontal and/or Vertical Movement
Operations (non-career)
Operations (career)
Service (terminal after third level)
Most Common First Level Position GENERAL GROCERY CLERK

JOB DESCRIPTIONS OF FIRST LEVEL POSITIONS OTHER THAN GENERAL GROCERY CLERK AND THE MOST COMMON SECOND AND THIRD LEVEL POSITIONS IN FOOD MARKETING

LEVEL ONE POSITIONS

Other Than General Grocery Clerk

OPERATIONS

Utility Clerk

Sacks, sweeps, helps customers, cannot stock, returns carts, loads merchandise into customer's car.

General Clerk (Night)

Stockwork, unloads trucks, prices merchandise and some housekeeping duties.

Produce Clerk
Deli Clerk
Dairy-Frozen Food Clerk
Pastry Clerk

All assist the department manager in preparing goods for sale and the stocking of those goods.

Wrapper

Wraps meats and other non-prepackaged items.

SERVICE

Front End Checker

Operates the cash register, bags groceries, and does light stockwork in the area of the checkout stand.

Service Booth Personnel

Assist customer in check cashing, bottle return, provides general information, processes check cashing card application forms, handles premium-gift program, and does record keeping for state lottery.

LEVEL TWO POSITIONS

OPERATIONS

Night Crew Chief
Responsible for night recovery and unloading operations. Generally moves from General Day Clerk.

Front End Chief
Responsible for the operation of the front end which includes checkstands, carts, and bagging.

Dairy-Frozen Manager
Produce Department Manager
Non-Food Department Manager
Deli Department Manager
Pastry Department Manager

Responsible for the operation of their respective departments which include preparation of merchandise to be sold, scheduling of assigned personnel, and minor supervisory responsibilities.

SERVICE

Assistant Head Cashier
Responsible when head cashier is absent. Sometimes assists in the service booth and operates a checkstand. Assists with checker related problems in front end operations.

PROMOTIONAL CRITERIA FOR LEVEL 2 POSITIONS

Physical dexterity
Can handle some kind of responsibility (potential)
Speed or pace of work
Quantity and quality of work
Seniority (union influenced)
Performance

LEVEL THREE POSITIONS

OPERATIONS

Assistant Grocery Manager
Assists the grocery manager in the operation of the grocery department. Helps in training of new personnel and also the supervision of new personnel.

Professional Produce Manager
Orders produce for the store supervises the produce department. This position is restricted in upward movement unless there is movement over to the grocery department.

SERVICE

Head Cashier
Responsible for the scheduling of front end checkers. Assists in checkstand type problems either with the cash register or customers.

1

Advertising

Cluster Instructional Objective: THE USES AND PURPOSES OF PROMOTIONAL ADVERTISING IN ORDER TO BUILD CUSTOMER LOYALTY, STABILIZE VOLUME IN SLOW SELLING PERIODS, OR PRODUCE IMMEDIATE SALES

FM-1

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
011-Knowledge of/or Understanding that Understand the purposes of advertising such as build customer traffic, build an image for the store, stabilize sales volume, and introduce new products. OTHER CLUSTER COMPETENCIES 064-Attitude 067-Attitude	Have students collect examples of institutional ads and retail promotional ads for a bulletin board. They should obtain examples from various sources and label each of the examples as either institutional or promotional ads. They should also include an explanation of institutional and promotional advertising on the bulletin board. Have students select one grocery ad and analyze the ad to see if it helps build customer traffic, build an image for the store, stabilize sales volume, and introduce new products. Then they can explain (either orally or written) why it does or does not do the above items. In small groups have students discuss the different purposes of advertising dealing mainly with how advertising can be used to build customer traffic, build an image for the store, stabilize sales volume and introduce new products. As a group, have students select three good examples of ads having the above purpose. Have the students critique them and submit to you.	LAP 1-011 Advertising and Displaying Merchandise Chapter 1 Retailing Principles and Practices Part 18 Retail Merchandising Chapter 13 Display and Promotion Chapter 1 (2nd Edition) **Retailing Principles and Practices Part 26 (7th edition, 1981 tentative)**

Cluster Instructional Objective:

1

Advertising

What Does the Competent Marketing Employee Do?

067-Attitude

That effective advertising builds goodwill in customers.

OTHER CLUSTER COMPETENCIES

011-Knowledge of/or Understanding that
064-Attitude

Suggested Learning Activities

Have students interview two businesspersons to determine ways which they strive to create goodwill.

Have students develop a poster showing ways a business can create goodwill with customers.

With the permission of a local supermarket, have students randomly select 5 shoppers to ask them if the advertising has anything to do with why they shop at the store. If they answer yes, ask them specifically what about the ad they liked. Have students take the latest ad with them to assist the customer.

References

LAP 1-067

Display and Promotion
Chapter 1
(2nd Edition)

Advertising and Displaying Merchandise
Section 1

Advertising
Chapter 1

Retail Merchandising
Chapter 13

Retail Principles and Practices
Part 18

Cluster Instructional Objective: THE USES AND PURPOSES OF PROMOTIONAL ADVERTISING IN ORDER TO BUILD CUSTOMER LOYALTY, STABILIZE VOLUME IN SLOW SELLING PERIODS, OR PRODUCE IMMEDIATE SALES

FM-3

What Does the Competent Marketing Employee Do?

064-Attitude

Acquire an attitude that advertising helps to build customer loyalty for the store and for the individual departments.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

011-Knowledge of/or Understanding that
067-Attitude

Suggested Learning Activities

Have students randomly select three customers at a store or their training station and ask them to respond to the following questions: "Do you believe that this store's advertising helps to build customer loyalty for the store? If yes, why; if no, why." Have students discuss the results with the class and if it's at their training station, they should discuss it with their training sponsor.

Have students select two newspaper ads for a store from their field of interest and compare features of the ad that to which they react favorably. Then students should answer the following questions: "Do these positive features of the ad have the potential for developing loyalty to the store? Why or why not?"

From selected readings, have students determine why advertising can have an influence on customer behavior that deals with developing customer loyalty. Students should write or orally present their findings.

References

Retailing Principles and Practices
Part 18, 31

Retailing Merchandising
Chapter 3, e

Advertising and Displaying Merchandise
Chapter 1

Retailing Principles and Practices
Part 26
(7th Edition, 1981 tentative)

LAP 1-064

Retailing Principles and Practices
Part 26
(7th edition, 1981 tentative)

1

Advertising

Cluster Instructional Objective: THE PROCESS OF MERCHANDISE SELECTION FROM PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

FM-4

What Does the Competent Marketing Employee Do?

072-Attitude

Ability to make comparison shopping of a competitor's merchandise.

OTHER CLUSTER COMPETENCIES

063-Knowledge of/or Understanding that

014-Knowledge of/or Understanding that

012-Knowledge of/or Understanding that

Suggested Learning Activities

Have students make a collection of products advertised by competitor's of their training station. By listing the features of the products advertised they can compare them with similar products sold at their training station.

Have students keep a continual notebook of advertising done by their training station. They can keep the notebook handy at the training station for easy references.

Have students select five common items that their training station carries. Then have students shop at a competitor's store to compare prices; do not let them use sale items. Have students report the findings to their training sponsor and then report findings and reactions to you.

References

LAP 2-072

Marketing and Distribution
Part 26

Retail Selling
Chapter 32

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Part 68

Buyer and Pricing
Chapter 8

Cluster Instructional Objective: THE PROCESS OF MERCHANDISE SELECTION FOR PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
063-Knowledge of/or Understanding that That the available quantities of advertised merchandise should be checked before an ad breaks. Common to General Retail Merchandising OTHER CLUSTER COMPETENCIES 072-Attitude 014-Knowledge of/or Understanding that 012-Knowledge of/or Understanding that	Have students determine how quantities of advertised merchandise are checked (such as physical inventory) before an ad breaks. Students can compare their findings with other students' reports as class discussion. Have students determine, based on their own experience, what the procedures should be to insure that available quantities of advertised merchandise are on hand before an ad breaks. Then students can take these procedures to a store manager to review these procedures. The students should prepare a final report either written or oral.	Retail Merchandising Chapter 17 Retailing Principles and Practices Part 66 (7th Edition, 1981 tentative) LAP 2-063

Cluster Instructional Objective: THE PROCESS OF MERCHANDISE SELECTION FOR PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

FM-6

1

Advertising

What Does the Competent Marketing Employee Do?

014-Knowledge of/or Understanding that

Knowledge of the supply of merchandise available to back up an ad effectively.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

063-Knowledge of/or Understanding that

012-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select three items on sale from an ad of a local store or their training station from the previous week. Then have students visit with the department manager or training sponsor to determine how the merchandise is ordered or kept in stock so there is enough on hand to adequately back up an ad. Have students submit a written report on their findings, or orally report to the class or instructor.

Have students select ten items from an ad. Based on their own judgment, the students should estimate how many units or cases it took to effectively cover the ad.

Have students take their estimated list and visit with the department manager, or training sponsor comparing their estimated list to how much was actually sold. If there is a difference, have students determine why.

References

Retail Merchandising
Chapter 13, 17

Advertising and Merchandisin
Chapter 2

Retail Selling
Chapter 29

LAP 2-014

Retailing Principles and Practices
Parts 26, 66
(7th edition, 1981 tentative)

Cluster Instructional Objective:

THE PROCESS OF MERCHANDISE SELECTION FOR PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

What Does the Competent Marketing Employee Do?

012-Knowledge of/or Understanding that

Knowledge of the significance of brand names in that they are likely to create customer preference and establish a company or produce in the public mind.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

014-Knowledge of/or Understanding that
063-Knowledge of/or Understanding that

Suggested Learning Activities

Have the students discuss how advertising creates a brand or company preference. (Give example of detergents, etc.) Have students conduct a community survey on brand preference, store preference and their reasons for this preference.

Have a guest speaker in to discuss the goal of advertising.

References

Marketing in Action
Chapter 13, a

Retail Merchandising
Chapter 13, a

Advertising
Chapter 1

LAP 2-012

Cluster Instructional Objective: UNDERSTAND AND APPLY SALES ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

1

Advertising

What Does the Competent Marketing Employee Do?

003-Knowledge of/or Understanding that

Knowledge of prices, available sizes, colors, styles, or models of merchandise being advertised in order to better promote or sell.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

070-Attitude
038-Skill
042-Skill
048-Skill

Suggested Learning Activities

Have students read an assignment relating to the importance of knowing pertinent merchandise facts in selling and advertising. After they have read the assignment, have students think of a purchase that a customer might make at a retail store and identify the product information that the clerk would tell to the customer. Students can then report the example to a group or the whole class.

References

Advertising and Displaying Merchandise
Chapter 2

Retail Selling
Chapter 29, (2nd edition)

Retail Merchandising
Chapter 13, (8th edition)

LAP 7-003

Retailing Principles and Practices
Parts 26, 66
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO DETERMINE THE DIFFERENCES IN SELECTING THE DIFFERENT MEDIA AND/OR METHOD INVOLVED IN ADVERTISING

FM-9

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
044-Skill Ability to use promotional, institutional or a combination of promotional and institutional advertising to best promote merchandise, services and store image. OTHER CLUSTER COMPETENCIES 076-Attitude	Have a number of newspaper ads. Ask students to find ads that use a combination of promotional, institutional or a combination of the two. Then explain the cooperative method used by dealers and suppliers. Have students interview a salesperson at their training station or at a local supermarket to find out how his/her firm helps the local store with advertisements.	LAP 3-044 Display and Promotion Chapter 7, 8 (2nd edition) Merchandising Chapter 8 (2nd edition) Retailing Principles and Practices Parts 70, 71 Advertising Chapter 6 Advertising and Displaying Merchandise Section II

1

Advertising

Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

FM-10

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
076-Attitude That in redeeming manufacturers' coupons the store promotes customer loyalty.	Lecture on the rationale behind the use of manufacturers' coupons. Then lead into a discussion on	LAP 3-076 Display and Promotion Chapter 7 (2nd edition)
OTHER CLUSTER COMPETENCIES 044-Skill	Have samples or ask students to bring in samples of manufacturers' coupons. Read one carefully to explore the various parts such as what the store receives for honoring the coupons. Then ask the students how their local store deals with these coupons.	

Cluster Instructional Objective: UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

FM-11

1

Advertising

What Does the Competent Marketing Employee Do?

038-Skill

Skill in keeping personnel informed of sales promotion activities within the store.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

039-Skill
003-Knowledge of/or Understanding that
070-Attitude

042-Skill

Suggested Learning Activities

Have students select an ad appearing in the local newspaper for a general merchandising store. From the information contained in the ad, have students prepare a brief announcement (limit to 60 words) that a department manager might make to the clerks when informing them about the advertised items, how products are being promoted, and why clerks need to be aware of this information.

Have students describe in a one-page report how their training station informs the staff of sales promotion activities within the store. Have students compare reports. Or have the students interview a department head of a store to find out what information they give to their salespeople. Discuss interviews in class.

References

Retail Selling
Chapter 29, (2nd edition)

Retailing Principles and Practices
Part 52

LAP 7-038

Retailing Principles and Practices
Parts 53, 66
(7th edition, 1981 tentative)

Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES
RELATED ACTIVITIES WITHIN THE
STORE THAT APPLIES TO THE
ADVERTISED MERCHANDISE

FM-12

What Does the Competent Marketing Employee Do?

042-Skill

The skill of informing customers of the correct location of advertised merchandise within the store.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

070-Attitude
038-Skill
048-Skill
003-Knowledge of/or Understanding that

Suggested Learning Activities

Have students draw the store layout of their training station. Then have students take a newspaper ad from the current week and draw in where 15 of the special sale items are located. The layout should be turned into you along with directions on how to find five of those items. Students should be specific.

Have students visit another store asking a clerk where a specific advertised item is located. Students should repeat this process with two other clerks. The student should observe (1) how the directions were given by the various clerks, (2) whether or not the clerks used hand gestures in their oral explanations, (3) if the directions were clear enough for the student to follow, and (4) if the directions were the most direct route to the location. After the students have completed this activity, they should determine (1) which clerk gave the best directions and (2) why these directions were the best. The results of this experiment should be presented in a brief written or oral report.

Have students work in small groups to discuss why it is important for clerks to know where

(Continued on following page.)

References

Retailing Principles and Practices
Part 32

Retail Merchandising
Chapter 3, e

LAP 7-042

Retailing Principles and Practices
Part 26
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE (Continued)

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
042-continued	advertised merchandise can be found in the store. Students should present how they (as clerks) can help customers find merchandise.	

Cluster Instructional Objective: UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

1

Advertising

What Does the Competent Marketing Employee Do?

048-Skill

Ability to inform customers of special events or promotions within the store.

Common to
    General Retail Merchandising

OTHER CLUSTER COMPETENCIES

003-Knowledge of/or Understanding that
038-Skill

070-Attitude
042-Skill

Suggested Learning Activities

From selected readings, have students determine (and list) the factors of good advertising. Using this list, have students select one department store ad to see if the ad has all of the factors they listed. If some factors are not listed, students should determine what could be done to the ad so the missing factors would be included.

Have students select ads from their training station newspaper and then visit with the store manager to determine if the ad specials were successful (i.e., was there an increase in sales volume). Then students should determine why or why not. Activity should be limited to three specials.

References

Retailing Principles and Practices
    Part 16

Retail Merchandising
    Chapter 13, (8th edition)

Fundamentals of Selling
    Chapter 13

Retail Selling
    Chapter 29

Retailing Principles and Practices
    Part 25, 66
    (7th Edition, 1981 tentative)

LAP 7-048

Retailing Principles and Practices
    Parts 25-66
    (7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

FM-15

1

Advertising

What Does the Competent Marketing Employee Do?

070-Attitude

Acquire the attitude of realizing the necessity of knowing facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

003-Knowledge of/or Understanding that
038-Skill

048-Skill
042-Skill

Suggested Learning Activities

Given two blank advertising fact sheets and two advertisements, complete the advertising fact sheet by inserting the required information as obtained from the advertisements. SAMPLE: Form found in Harl and Samson, "Advertising and Displaying Merchandise" page 142.

Select five advertisements from the daily newspaper or in a magazine. Taking the ads selected, list the facts contained in the ads back to an advertising fact sheet.

Have students clip out ads from newspapers or magazines. Put these ads in a "Notebook Scrapebook," and identify what kind of ad it is, and why it caught their eye. The completed book should contain twenty-five different ads.

Have students select three ads for products sold at a department or grocery store. Have students record the facts contained in the ads about the merchandise to an advertising fact sheet which should contain name of the store, location, hours, headline, product description, sizes, price, color, original and sales price.

Forms available in Advertising and Displaying Merchandise Project 21, pages 141-142.

References

LAP 7-070

Retailing Principles and Practices
Part 52

Retail Merchandising
Chapter 11

Retail Selling
Chapter 17, (2nd edition)

Fundamentals of Selling
Chapter 9, (10th edition)

Basic Salesmanship
Chapter 4

Advertising and Display Merchandising
Chapter 2

Retail Selling
Chapter 29

Retail Merchandising
Chapter 13

Retailing Principles and Practices
Parts 22, 26, 66
(7th Edition, 1981 tentative)

Cluster Instructional Objective: THE COORDINATOR OF INTERNAL AND EXTERNAL SALES PROMOTION WITH ADVERTISING

FM-16

1

Advertising

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
052-Skill Skill in coordinating national or chain advertising with on-floor selling activities. OTHER CLUSTER COMPETENCIES 018-Knowledge of/or Understanding that 041-Skill 069-Attitude 071-Attitude	Have students identify the problems of coordinating local merchandising problems with national chain advertising. Have students visit with their training sponsor to identify what type of precautions are necessary so they won't run out of stock that is being advertised. From selected readings, have students determine what would be necessary to coordinate national or chain advertising with on-floor selling advertising. Students can present the findings in either a written or oral report.	LAP 9-052 Advertising and Displaying Merchandise (Section II) Advertising Chapter 6 Retail Merchandising Chapter 13 Marketing and Distribution Part 32, 36 Retailing Principles and Practices Parts 26, 66 (7th edition, 1981 tentative)

Cluster Instructional Objective:

THE COORDINATOR OF INTERNAL
AND EXTERNAL SALES PROMOTION
WITH ADVERTISING

FM-17

What Does the Competent Marketing Employee Do?

071-Attitude

Acquire an attitude that advertising's effectiveness is strengthened with skillful coordinated displays of the advertised merchandise to achieve greater effectiveness with the advertising program.

OTHER CLUSTER COMPETENCIES

018-Knowledge of/or Understanding that
041-Skill
052-Skill
069-Attitude

Suggested Learning Activities

Have students visit a local grocery store or their training station and select five "specials for the week." Then they can determine where the displays are located for these specials and explain in a short report if they believe these locations are best suited for the merchandise being advertised. Students should rough sketch the type of displays being utilized for these five specials and also present any changes they would recommend.

Have students select one of the two reading assignments and prepare a brief report on the following question: "Why should displays be coordinated with advertising?"

Have students break into groups of similar career interests and select three specials they would run. Then the group should determine the type of display they would have and where they would have them in a store. The group should present their findings in written form and explain why the locations were chosen.

References

LAP 9-071

Retailing Principles and Practices
Part 16, 17

Advertising and Displaying Merchandise
Chapter 7

Retail Merchandising
Chapter 14, c

Retailing Principles and Practices
Parts 25, 26, 27
(7th edition, 1981 tentative)

Cluster Instructional Objective: THE COORDINATION OF INTERNAL AND EXTERNAL SALES PROMOTION WITH ADVERTISING

FM-18

What Does the Competent Marketing Employee Do?

069-Attitudes

The attitude that advertising should be supplemented by attractive displays and an efficient sales force.

Common to
General Retail Merchandising

OTHER CLUSTER COMPENTENCIES

018-Knowledge of/or Understanding
that
041-Skill
052-Skill
071-Attitude

Suggested Learning Activities

Have students select an ad from the newspaper. Students assume they are the manager of the store which ran the ad giving an oral presentation on what activities they would use to coordinate the advertising, sales promotion, and public relations programs to attract the greatest number of customers and to build an effective promotional campaign.

Have students determine five different types of displays that are used in local stores or at their training station. Students can illustrate the displays and explain why they were used in lieu of other types. If necessary, students can confer with store manager or their training supervisor.

References

Retail Merchandising
Chapter 13, 14c, e

Advertising and Displaying Merchandising
Chapter 5, 7

Retailing Principles and Practices
Part 16, 17, 18

Fundamentals of Selling
Chapter 14, (10th edition

Retailing Principles and Practices
Part 25 & 26
(7th Edition, 1981
tentative)

LAP 9-069

Cluster Instructional Objective: THE COORDINATOR OF INTERNAL AND EXTERNAL SALES PROMOTION WITH ADVERTISING

FM-19

1

Advertising

What Does the Competent Marketing Employee Do?

018-Knowledge of/or Understanding that

Knowledge of how to tie together advertising, sales promotion, and good public relations in an effort to bring the store to the attention and consideration of the largest number of prospective customers.

OTHER CLUSTER COMPETENCIES

041-Skill
052-Skill
069-Attitude
071-Attitude

Suggested Learning Activities

Have students select an upcoming event that will be happening in the immediate area. Have students develop an advertising plan on how to tie in newspaper advertising with the event so good public relations is promoted. Students can rough sketch the ad for the weeks specials and the special event. When the students turn in the ad they should attach a brief explanation of the ad.

Have students break into small groups of the same career objective. After they have compared the rough sketches of the ads, they will select the one the group feels is the best. Then the group will develop a paste-up copy of the ad and submit it with a brief explanation of why they selected that ad over the others.

Given a local event, have students set up the procedures involved in coordinating the advertising, sales promotion and public relations programs of this special event (identified in activity 1). Include in-store activities such as special dress and outside activities such as decoration.

References

LAP 9-018

Advertising and Displaying Merchandise
Chapters 20-22

Display and Promotion
Chapter 8

Retailing Principles and Practices
Part 70, 71

Display and Promotion
Chapter 7
(2nd edition)

Retailing Principles and Practices
Part 66
(7th edition, 1981 tentative)

Cluster Instructional Objective: THE COORDINATION OF INTERNAL AND EXTERNAL SALES PROMOTION WITH ADVERTISING

FM-20

What Does the Competent Marketing Employee Do?

041-Skill

The ability to work effectively with advertising and display departments to plan and carry out special advertising or display with the department.

OTHER CLUSTER COMPETENCIES

018-Knowledge of/or Understanding that
052-Skill
069-Attitude
071-Attitude

Suggested Learning Activities

Have students select a department at their training station and interview the department manager about the merchandise that will be currently advertised. After students have analyzed the store, the department, the merchandise to be promoted, and the amount of money that would be available for the promotion, they will write a plan for the successful coordination of activities by the advertising department, the display department, and the department they selected for special advertising and display within the designated department.

Through small group discussions, have students answer the following case problem using the case problem--the problem solving approach. Case: Wiley's Supermarket is a large independent supermarket. Mr. Wiley is planning a promotional campaign for July 4. The newspaper and radio spots, mainly feature picnic items. Recommend five specific ways the supermarket personnel can work out special advertising and display within the various departments of the store; recommendations are to be supported.

References

LAP 9-041

Advertising
  Chapter 6, 7

Advertising and Displaying Merchandise
  Section I, II

Display and Promotion
  Chapter 3
  (2nd edition)

Retailing Principles and Practices
  Part 66
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF GOOD TECHNIQUES IN COMMUNICATION

FM-1

What Does the Competent Marketing Employee Do?

164-Attitude

Attitude that certain thoughtlessly used terms or words can be misinterpreted by the listener.

Common to
General Retail Merchandising

OTHER CLUSTER COMPENTENCIES

101-Knowledge of/or Understanding that

Suggested Learning Activities

List the following words on a piece of paper and have the students determine the ways these words can be misinterpreted by a customer.

1. Fantastic deal
2. Satisfaction guaranteed
3. Reduced up to 50%
4. Out of business sale
5. A good brand
6. A brand name
7. Cost
8. Factory seconds
9. Best buy
10. Clearance

From a newspaper, have students list the words from any advertisement or headline that could be misinterpreted or misleading. Also, students can look for any grammatical errors.

Have students ask the English-speech teacher to help them compile a list of 10 objectives or phrases that could be taken different ways or have different meanings. You should set this up with the English-speech teacher so the students will get the teacher's cooperation.

References

Human Relations in Business
Chapter 6

Fundamentals of Selling
Chapter 5

Communications in Marketing
Chapter 4

LAP 2-164

Retailing Principles and Practices
Part 14
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE USE OF SPEECH AND VOCABULARY TO GOOD ORAL COMMUNICATION

FM-2

Communications 2

What Does the Competent Marketing Employee Do?

137-Skill

Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

152-Attitude
145-Attitude

Suggested Learning Activities

Have students translate into writing the following words and phrases. Then the students should discuss what kind of store image is conveyed when the phrases below are used.

a. Wuryagoin?
b. Whutimizut?
c. Dya wanna go widdem or widus?
d. Cher turn tucall, Margrut.
e. Wy dincha stoppim?
f. Watchagonnado nex Winsdy?
g. Ohuhdunno--probably jusidat home asuzhel.
h. Wenzee cumin?
i. Uh tole um u din wanany?
j. Whidencha gidda ticket forda boxun match?
k. Doncha ever unnderstan whucha read?
l. Uh dunno wy ya din gimme some.

References

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 3

Communications in Marketing
Chapter 4

Oklahoma Distributive
Education II

Communications in Marketing
Chapter 3, (2nd edition)

LAP 3-137

Cluster Instructional Objective: ABILITY TO RELATE THE USE OF SPEECH AND VOCABULARY TO GOOD ORAL COMMUNICATION

FM-3

2 Communications

What Does the Competent Marketing Employee Do?

145-Attitude

Attitude that poor or awkward grammar lowers store image and merchandise value in the estimation of the customer.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

137-Skill
152-Attitude

Suggested Learning Activities

In a role-playing situation, have one student act as a customer approaching a salesperson who is demonstrating a product of the customer's (student's) choosing. The student acting as the salesperson should use incorrect grammar while demonstrating the product. Follow the demonstration with a discussion on the image conveyed. Ask the student (customer) whether the product would be purchased from this salesperson and why or why not.

Play tape recorded sales presentation for the class. Some of the presentation should be grammatically correct and some grammatically incorrect. Have students decide which presentation created the most favorable impressions and which products they would purchase.

Have a person from the speech area of the high school give a lecture on "How Good or Proper Grammar creates Good Image." Follow with class discussion.

As a group, the student will have a discussion on what they feel are misused words and phrases from their experiences.

References

Communications in Marketing
Chapter 4

Retailing Principles & Practices
Part 56

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 3

Retailing Principles and Practices
Parts 14,63 (7th Edition, 1981 tentative)
Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 13

Communications in Marketing
Chapter 3, (2nd edition)

LAP 3-145

Cluster Instructional Objective:

ABILITY TO RELATE THE USE OF SPEECH AND VOCABULARY TO GOOD ORAL COMMUNICATION.

What Does the Competent Marketing Employee Do?

152-Attitude

Appreciation for the value of correct enunciation and pronunciation in speaking.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

137-Skill
145-Attitude

Suggested Learning Activities

Ask students to develop a list of the words from their reading assignments they find difficult to pronounce. At convenient intervals during the semester, have students write the words on the chalkboard. Discuss with the students definitions and have them practice pronouncing the words. They should also use the words in sentences.

Ask a teacher from the speech department to talk to the class on the importance and value of correct enunciation and pronunciation. Supplement this presentation with a follow-up that applies to the business environment.

Acquire a tele-trainer from the telephone company. Have students role-play the following situation and record the students conversations. SITUATION: Have students call to inquire about an advertised position. Play the recording back to the class and listen for poor wording, poor enunciation, and poor pronunciation. Stress the importance of speaking correctly and the image it creates.

References

Retailing Principles & Practices
Part 56

Retail Selling
Chapter 9

Fundamentals of Selling
Chapter 3, b

Communications in Marketing
Chapter 4

Communications at Work
Chapter 3

Communications in Marketing
Chapter 3, (2nd edition)

Retailing Principles and Practices
Part 14 (7th Editio
1981 tentative)

LAP 3-152

Cluster Instructional Objective: COMPREHEND HOW THE VOICE AND GESTURES AFFECT COMMUNICATION

FM-5

Communications 2

What Does the Competent Marketing Employee Do?

150-Attitude

An attitude of awareness that the voice can be used to express conviction and convey confidence.

Common to
General Retail Merchandising

Suggested Learning Activities

Tape four or five radio commercials. Try to record a variety of advertisements that use different voice approaches to advertise merchandise. Have students write a reaction statement to each commercial after you have played it back for them. Write their reactions on the board, both good and poor points. Then ask them what could be done in order to make the advertisement express conviction and convey confidence.

Prepare a written sales talk. Have several students record the written sales talk. Have them try to convey confidence and express conviction. Play the recording back to the class for their comments.

References

Oklahoma Distributive Education III
Page 259-B

Fundamentals of Selling
Chapter 3, b

Retail Selling
Chapter 9

Retailing Principles and Practices
Parts 14, 34 (7th Edition
1981 tentative)

LAP 5-150

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF THE VOICE AS A MEDIUM OF SELLING

FM-6

2 Communications

What Does the Competent Marketing Employee Do?

154-Attitude

An attitude or belief that the voice is an important medium through which selling is accomplished.

Common to
  General Retail Merchandising

Suggested Learning Activities

Have students record a sales presentation for an item sold at a store in the community or at their training station. Then students should play back the tape and evaluate its effectiveness for attention-getting value, enthusiasm, poise, confidence, and as an index of their feelings.

Their tape recording and evaluation should be turned in to you.

Have students listen to a TV or radio announcer and rate the announcer's voice for enthusiasm, poise, confidence, and effectiveness as an attention getter.

Video-tape a student's sales presentation in class and use the replay as a teaching device for enthusiasm, poise, and confidence.

References

Retail Selling
  Chapter 9

Fundamentals of Selling
  Chapter 3

Communications in Marketing
  Chapter 4

Retailing Principles and Practices
  Parts 14, 34
  (7th edition, 1981 tentative)

LAP 6-154

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF POINT-OF-SALES SIGNS

FM-7

What Does the Competent Marketing Employee Do?

121-Skill

Skill in writing point-of-sales sign which is effective in conveying a sales message to the customer.

Suggested Learning Activities

From the past week's newspaper ads have students develop three point-of-sales signs for their career area submitted to you. The signs should be from selected readings; have students determine the key points they should be aware when making point-of-sales signs. Have students illustrate their findings by creating one sign. Have the students explain to you the psychology of the sign's design.

Have students rate five point-of-sales signs at their training station. The students should list what is good or bad about the signs. This list, along with a rough sketch of the signs, should be submitted to you.

References

LAP 10-121

Advertising & Displaying Merchandise
Chapter 7

Retail Merchandising
Chapter 14, c, d

Retailing Principles and Practices
Part 36

Grocery Merchandising
Assignment 17

Communications in Marketing
Chapter 7
(2nd edition)

Communications at Work
Unit 4

Retailing Principles and Practices
Parts 27, 47
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO SELECT AND USE SUITABLE WORDS

FM-8

2

Communications

What Does the Competent Marketing Employee Do?

123-Skill

Skill in selecting and using words suitable to the nature of the article or service being sold.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students select a product sold by a local business or their training station and prepare a list of vocabulary words unique to that product.

Have students prepare a demonstration on a product sold at their training station. As a student is presenting the product, classmates can make a vocabulary list of words used which they believe are unique to that product.

Have a group of students brainstorm a list of adjectives. The group should make the list as large as possible. Then the group can identify which adjectives convey real meaning and which are general and unmeaningful.

References

Fundamentals of Selling
    Chapter 3
    Part b

Retailing Selling
    Chapter 9

Retailing Principles & Practices
    Part 8

Retailing Principles and Practices
    Parts 14, 34 (7th Edition
    1981 tentative)

LAP 13-123

Retailing Principles and Practices
    Parts 14, 41
    (7th edition, 1981
    tentative)

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF SUPPLY "FRONT OPERATION" WITH PRICE CHANGES

FM-9

2 Communications

What Does the Competent Marketing Employee Do?

171-Attitude

Belief that the "front operation" must be supplied with price lists (and price changes) on produce items not pre-priced or pre-weighed from the produce department.

Suggested Learning Activities

From selected readings, have students write the key points of the material. Their paper should be submitted to you.

Have students visit their training station's produce department to determine how price lists are supplied to the "front operation." These findings should be reported to you.

In small groups have students discuss the problems that come up at the checkstand when the checker either charges the wrong price or doesn't know the price of produce. Students should also discuss what this does to customer relations. The groups findings should be reported to the class or to you.

References

LAP 14-171

Checker-Cashier
  Chapters 7, 8

Front End Operations

Modern Supermarket Operation

Produce Merchandising
  Assignment 9

Buying Guide
  Pages 1-15

Retailing Principles and Practices
  Part 66
  (7th edition, 1981 tentative)

Cluster Instructional Objective:

UNDERSTAND THE IMPORTANCE OF
COMMUNICATING EFFECTIVELY
WHEN DEALING WITH CUSTOMER
INQUIRIES OR EXPLAINING
STORE POLICIES

FM-10

2 Communications

What Does the Competent Marketing Employee Do?

116-Skill

Skill in satisfactorily handling customer inquiries for general information.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

117-Skill

Suggested Learning Activities

Arrange with a store manager or your training sponsor to observe the customer service department at the store. While observing, make a list of the information requested most frequently.

References

Retail Selling
  Chapters 9, 30

Fundamentals of Selling
  Chapter 7

Retailing Principles and Practices
  Parts 4, 32, 56

Grocery Merchandising
  Pages 1-4

Produce Merchandising
  Pages 1-4
  Assignment 12

Communications in Marketing
  Chapter 1, 4

Communications in Marketing
  Chapter 1, (2nd edition)

Retailing Principles and Practices
  Parts 14, 34
  (7th edition, 1981 tentative)

Cluster Instructional Objective:

UNDERSTANDING THE IMPORTANCE
OF COMMUNICATING EFFECTIVELY
DEALING WITH CUSTOMER INQUIRIES
OR EXPLAINING STORE POLICIES

What Does the Competent Marketing Employee Do?

117-Skill

Skill in interpreting store policies to customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

116-Skill

Suggested Learning Activities

Have students list four customer store policies from a local store or their training station. Then students should relate one possible question for each of these policies from the customers' point of view. The students could also respond to the questions and interpret store policy for the situation. The students information should be submitted to you for evaluation.

Have students interview store manager at a local store or their training station to determine the rationale behind four of the store's customer policies. Students should submit the report to you or invite the manager to be a guest speaker on customer policies.

References

Customer Services
Chapters 5, 6

Retailing Principles & Practices
Part 31

LAP 20-117

Retailing Principles and Practices
Parts 13, 30
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND HOW TO IMPLEMENT DIRECTION AND THE PROPER USE OF THE TELEPHONE

What Does the Competent Marketing Employee Do?

115-Skill

Skill in receiving or giving telephone orders, complaints and messages.

Suggested Learning Activities

Using a tele-trainer, do the following case problem. You place the call and have a student receive the message.

CASE PROBLEM: You have a rush order that you will pick up at the cash dock in 1 hour. One case each of the following: Libbys #303 cut green beans, Gerber's junior baby food, carrots, Folgers drip grind coffee, and 2½ size case of DelMonte whole peaches. After the problem, check the students sheet for accuracy. Also evaluate the student on how the eight steps for receiving telephone orders, complaints, and messages were handled.

Have available case problems dealing with situations in the student's career area. Have the student solve the case problem using the four or five step case problem-solving method.

Lecture and discuss with students the importance of telephone techniques in receiving or giving telephone orders. Group students into pairs and have them sit back to back. Have one student build or draw a picture by asking questions of another student who has the actual picture. The student who has the picture can only answer yes or no to the questions. When the exercise is finished, have the students compare the two pictures and discuss the feelings

(Continued on following page)

References

LAP 24-115

Communications in Marketing
  Chapter 2

Fundamentals of Selling
  Chapter 12

Retail Merchandising
  Chapter 12

Communications in Marketing
  Chapters 2, 4
  (2nd edition)

Retailing Principles and Practices
  Parts 30, 34
  (7th edition, 1981 tentative)

Cluster Instructional Objective:

UNDERSTAND HOW TO IMPLEMENT DIRECTION AND THE PROPER USE OF THE TELEPHONE (continued)

FM-12B

2

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
115-Skill (continued)	they had during the activity. This should point out the importance of clear communication.	

Communications

Cluster Instructional Objective: ABILITY TO IDENTIFY TRUE REASONS FOR COMPLAINTS

FM-13

What Does the Competent Marketing Employee Do?

157-Attitude

Attitude that by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel.

Common to
General Retail Merchandising

Suggested Learning Activities

Have each student write an incidence where the customer was very angry and had the "what for" attitude because the customer was upset with the store. Then using the DICE method or another case problem solving method, have each student complete one or two such cases from the selected readings. Discuss with the students each step of the case problem approach to make sure that all facts, solutions, etc. are covered. Finish this exercise by exploring how a good salesperson can turn complaints into good customer relations through handling the complaint properly and trying to understand the customer's problem.

Give students four or five reaction statements and have them write down a short answer. Then discuss with the students the short-range and long-range results of their reactions. Stress the fact that when most customers are angry they are not attacking the individual personally, but the individual's actions; i.e., a bagger who crushed the customer's bread, and not Jane Jones as a person.

(Continued on following page.)

References

Retailing Principles & Practices
  Part 57
  Pages 39-40
  Pages 487-488
  Pages 32-35

Retail Selling
  Pages 322, 111

Retail Merchandising
  Chapter 12
  Part d
  Page 175

Fundamentals of Selling
  Chapter 12, e
  Page 199

Basic Salesmanship
  Chapter 7

Basic Selling
  Chapter 7, (2nd edition)

Grocery Merchandising
  Pages 1-4

LAP 26-157

Cluster Instructional Objective: ABILITY TO IDENTIFY TRUE REASONS FOR COMPLAINTS (Continued)

FM-14

2 **Communications**

What Does the Competent Marketing Employee Do?

157-Continued

Suggested Learning Activities

The following is an example of one reaction statement:
"The shirt you sold me shrunk and you said that it wouldn't. I don't like people lying to me, and I am going to have you fired."

Discuss with the students how to handle various types of complaints. Stress the "art of listening" to what the customer has to say. Then give the students several examples to see if they are being "a good listener."

References

Produce Merchandising
Pages 1-4

Communications in Marketing
Chapter 2

Psychology and Human Relations in Marketing
Chapter 7

Human Relations in Marketin
Chapter 7, (2nd edition)

Communications in Marketing
Chapter 2, (2nd edition)

Retailing Principles and Practices
Parts 30, 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF WRITTEN COMMUNICATIONS IN FORMS AND REPORTS

Communications 2

What Does the Competent Marketing Employee Do?

094-Knowledge of/or Understanding that

How to use written communication in forms and reports.

Suggested Learning Activities

From a food marketing firm, collect forms dealing with shipments received from the supplier. Discuss with the student how each form can be used effectively. Also stress to the students the importance of legible numbers and words. Have students break into small groups and do an exercise where they complete one of the forms.

For the next DECA chapter fund raising campaign, have the students utilize forms for ordering, keeping track of sales, etc. At the end of the fund raising activity, have the students submit a report on their participation in the campaign.

Have on hand several types of forms dealing with messages. Obtain a tele-trainer from the local phone company. Role play several situations where the person receiving the call will have to take a message for someone else. After the role playing, have the class compare what was said to what was written on the message. Discuss with the class the importance of accurate messages.

References

LAP 27-094

Retail Selling
Chapters 14, 15

Retail Merchandising
Chapter 15

Communications in Marketing
Chapters 7, 8

Fundamentals of Selling

Communications in Marketing
Chapter 7
(2nd edition)

Retailing Principles and Practices
Part 14
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF WRITING SALESCHECKS AND PURCHASE ORDERS ACCURATELY

FM-16

What Does the Competent Marketing Employee Do?

125-Skill

Skill in writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.

Common to
  General Retail Merchandising

Suggested Learning Activities

Provide students with examples of saleschecks using those forms, have students record the following transactions:

1. Mr. Thompson at 1825 Vail Avenue, Greensboro, NC, purchases a suit for $79.95, a hat for $8.00, and a tie for $4.00. This is a charge sale made today (use current date), Mr. Thompson wants the merchandise delivered to his home. As the salesperson, your number is 186 and the department is 18. The sales tax is 5% and the delivery charge is $1.50.
2. Ms. J. A. Jones of 1912 Herrin Street, Apartment 61E, Madison, WI, charged a suit for $149.50. She wanted the suit delivered to 2800 Superior Street, Madison, WI. There is a sales tax of 5% and a $2.00 charge for delivery. As the salesperson, your code number is 2864 and the department number is 50; use the current date.

Have students complete the following case problem:
CASE PROBLEM: Terry Mason works in the housewares department. One afternoon shortly before closing, the store became very busy so Terry didn't record the quantity and unit price on the sales checks.

(Continued on following page.)

References

Retail Selling
  Chapter 11

Retail Principles and Practices
  Part 10

Retail Merchandising
  Chapter 11

Communications in Marketing
  Chapter 7, (2nd edition)

Retailing Principles and Practices
  Part 28, (7th Edition, 1981 tentative)

LAP 29-125

What Does the Competent Marketing Employee Do?

125-Continued

Suggested Learning Activities

He decided to do this after the store closed. At 5:30, Terry started to fill in the missing information. However, for one sales check, Terry could not remember if an $8.00 charge for glasses represented 4 sherbert glasses at $2.00 each or 2 crystal water glasses for $4.00 each. On another sales check the merchandise was to be delivered but Terry could not read her writing. The address looked like either "480" or "988" Maple Street. Discuss why Terry's shortcuts failed, how the mistakes will affect store records, and what the supervisor's reaction is likely to be.

References

Communications **2**

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF TRAINING OF OTHERS AND COMMUNICATION NECESSARY FOR ADVANCEMENT

FM-18

What Does the Competent Marketing Employee Do?

144-Attitude

Attitude that the ability to communicate skillfully in good English is essential to a person's business advancement.

Common to
General Retail Merchandising

Suggested Learning Activities

Present a short lecture to the students on why effective communication is important to advancement on the job. Then have students prepare a list of 20 actions indicative of good communication skills. (For example: "voice is pleasing to hear, correctly pronounces each word. Has a good vocabulary.")

Using transparancies, show the students two applications for employment--one prepared neatly using proper English and the other prepared in a haphazard fashion using improper English. Have students decide which applicant they would hire based on the ideas "communicated" by the application.

References

Communication in Marketing
Chapter 4

Retail Selling
Chapter 9

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Part 56, 9
(7th edition, 1981 tentative)

LAP 39-144

2 Communications

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF CONTROLLING GRIEVANCES THROUGH COMMUNICATION

FM-19

What Does the Competent Marketing Employee Do?

106-Knowledge of/or Understanding that

Understanding that to control grievances within the organization, employees should be given timely information concerning policies and procedures.

Common to
General Retail Merchandising

Suggested Learning Activities

From selected readings, have students write the key points of the material. Their paper should be submitted to you.

Present a lecture to the students on the procedures organizations should follow so communication channels are kept open thus avoiding misunderstandings on store policies and procedures.

Have students briefly outline the procedures their training station uses to control policy and procedure grievances within the organization.

References

Retailing Principles & Practices
Part 57, 4

Retail Merchandising
Chapter 5

Communications in Marketing
Chapter 7

Modern Supermarket Operatio
Chapter 5

Produce Merchandising
Pages 1-4

Grocery Merchandising
Pages 1-4

Communications in Marketing
Chaper 7, (2nd edition)

LAP 40-106

Retailing Principles and Practices
Parts 13, 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO ASSIGN WORK WITH CLARITY

FM-20

2 Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
109-Knowledge of/or Understanding that	Have students discuss with a department manager the difficulties in developing a work schedule for employees. Students should summarize and submit their report to you.	LAP 46-109 Communications in Marketing Chapters 1, 2
Understanding that communications in assigning work means a constant striving for clarity.	Based on experience, have students identify what irritates them the most about work schedules. Also have students identify what, in the way of communications, could be done to prevent misunderstanding about work schedules. Have the students submit their information to you.	Modern Supermarket Operation Chapter 23 Retailing Principles & Practices Part 56 Communications in Marketing Chapter 1 (2nd edition) Retailing Principles and Practices Part 52 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE WHY IT IS IMPORTANT TO KEEP COMMUNICATION CONFIDENTIAL AND HOW TO SUGGEST CHANGES TO MANAGEMENT

FM-21

2

Communications

What Does the Competent Marketing Employee Do?

102-Knowledge of/or Understanding that

Knowledge of when to keep communications confidential.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students brainstorm a list of communications which they believe should be kept confidential. Follow the brainstorming session with a discussion on what happens when employees reveal communication which should have been kept confidential. Have students do the following case problem.

CASE PROBLEM:

You are a salesclerk for a major store in town and the store manager has communicated the following information to you. Determine which should be kept confidential and why this information should not be revealed to others:

1. Your new raise.
2. A more liberal credit policy to be instituted in two weeks.
3. A new owner has bought the store.
4. A fellow employee has decided to terminate employment at this store.
5. The shipping date for new stock scheduled to be advertised next week has been delayed due to a truck strike.

Have students role play a situation where one employee brags about a raise to another employee.

(Continued on following page.)

References

LAP 43-102

Communications in Marketing
Chapter 7

Retailing Principles and Practices
Part 56

Retailing Principles and Practices
Parts 13, 14, 34
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE WHY IT IS IMPORTANT TO KEEP COMMUNICATION CONFIDENTIAL AND HOW TO SUGGEST CHANGES TO MANAGEMENT

(Continued)

2

Communications

What Does the Competent Marketing Employee Do?

102-Continued

Suggested Learning Activities

CASE PROBLEM:

New management is coming in and the employees are complaining about it without knowing the facts. Have students discuss what could be done to correct that situation.

References

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF STORE MEETINGS AND BUSINESS PUBLICATIONS

FM-23

2

Communications

What Does the Competent Marketing Employee Do?

167-Attitude

Attitude that attending departmental or store-wide meetings is a good way to keep informed of promotions, and operating procedures.

Suggested Learning Activities

Have students discuss with their training sponsor the value of store meetings about promotions, changing methods, and operating procedures. Then students should write a brief report mentioning the key points of the interview. If a training sponsor is unavailable, help students select a store that has store meetings. The report should be turned in to you.

Have students develop a list of advantages and disadvantages of store meetings. From the list, have students select one advantage and the disadvantage and write a brief paragraph on each. Rationale should be given for both points. The list and the write-up should be submitted.

Have students with similar career objectives get into small groups. Have the group determine the format and content of a store meeting. Such items as promotions, changing methods, and operating procedures should be covered. The group can conduct a store meeting for the balance of the class to observe or a report could be turned in to you.

References

LAP 53-167

Modern Supermarket Operation
  Chapters 5, 23

Grocery Merchandising
  Pages 1-4

Produce Merchandising
  Pages 1-4

Retailing Principles and Practices
  Part 9
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THAT FIRST IMPRESSIONS AND ENTHUSIASM ARE POSITIVE WORKER TRAITS

FM-24

2

Communications

What Does the Competent Marketing Employee Do?

158-Attitude

An attitude of awareness that nothing is quite so important or contagious as enthusiasm--for the store, for the merchandise, and for customers.

Common to
    General Retail Merchandising

OTHER CLUSTER COMPETENCIES

163-Attitude

Suggested Learning Activities

Have students brainstorm a list of adjectives or phrases which convey a feeling of enthusiasm. Then the students should identify different ways a clerk can show interest towards customers, merchandise and the store. Set up a role playing situation where a customer enters a store to make a purchase. Have a student acting as the salesperson demonstrate enthusiasm in as many different ways as possible.

Have students listen to two tape-recorded sales presentations for the same product. One presentation should be delivered in a monotone and the other delivered enthusiastically. Have students decide from which salesperson to purchase the product. In a group, have students discuss reactions to each salesperson.

References

Retail Selling
    Chapter 8

Retailing Principles & Practices
    Part 21

Fundamentals of Selling
    Chapter 3

Produce Merchandising
    Pages 1-4
    Assignment 12

Grocery Merchandising
    Pages 1-4

Basic Selling
    Chapter 6
    Record 1
    Side 2
    Band 1

Retailing Principles and Practices
    Parts 14, 41, (7th Editio
    1981 tentative)

LAP 55-158

Cluster Instructional Objective:

ABILITY TO RELATE THAT FIRST IMPRESSION AND ENTHUSIASM ARE POSITIVE WORKER TRAITS

FM-25

What Does the Competent Marketing Employee Do?

163-Attitude

A realization that first impressions are important to the business and last impressions are longest remembered.

OTHER CLUSTER COMPETENCIES
159-Attitude

Suggested Learning Activities

Have 3 students role play a situation where they are going in for an interview. Have the first student dress and act poorly; have the second student dress and act a little better; and have the third dress and act the best. Have the class react to the impression each student made.

Have a school administrator interview students. Try to have the interviews reflect the student's career area as much as possible. Use some type of evaluation form (i.e., DECA). If possible, videotape the interview. Then sit down with the students and discuss what they did right and what needs improvement.

Have students get into small groups with others who have similar career interests. The group can discuss the importance of creating a good first impression to customers, employers, and employees. The group should appoint a recorder to take key points. Their conclusions should be submitted to you.

References

LAP 55-163

Front End Operations
    Assignments 3, 4, 12

Checker-Cashier
    Chapter 8

Retailing Principles & Practices
    Parts 21, 31

Retail Merchandising
    Chapter 3, e
    Chapter 19, d, e

Produce Merchandising
    Pages 1-4
    Assignment 12

Grocery Merchandising
    Pages 1-4

Retailing Principles and Practices
    Parts 14, 24
    (7th edition, 198[illegible]
    tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF GOOD TECHNIQUES IN COMMUNICATION

FM-26

2 Communications

What Does the Competent Marketing Employee Do?

101-Knowledge of/or Understanding that

Knowledge that the situations in which to use a technical language or commonly understood language.

OTHER CLUSTER COMPETENCIES

164-Attitude

Suggested Learning Activities

Have students brainstorm a list of technical language and another list of common language that could be used to sell the following products:

1. Clover honey
2. Tomato puree
3. Generic foods
4. Burmuda onions
5. Whole vs. skim milk

Have students select a product of their choice. Then the students can explain if the salesperson should use technical language, common language, or both when discussing the following with customers.

1. How the product is produced.
2. How the product may be used.
3. The purposes this product serves.
4. The manufacturer of the product you sell.
5. The objections that may be given about the product.
6. How to service and repair the product.
7. The other merchandise sold in the store.

References

LAP 2-101

Retailing Principles & Practices
Part 8
(7th edition, 1981 tentative)

Communications in Marketing
Chapter 1

Fundamentals of Selling
Chapter 3, b
Chapter 9, c

Retail Merchandising
Page 358

Retail Selling
Chapters 9, 20

Communications in Marketing
Chapter 1
(2nd edition)

Cluster Instructional Objective:

COMPREHEND THE IMPORTANCE OF COMMUNICATION IN THE UNDERSTANDING OF ORGANIZATIONAL POLICIES

FM-27

2 Communications

What Does the Competent Marketing Employee Do?

108-Knowledge of/or Understanding that

The supervisors in their contact with new customers, new employees, new vendors and new situations must bring the organization's general policies down to specifics.

Suggested Learning Activities

Have the following roleplaying situation. Have one student try to explain to a vendor (the other student or yourself) a company policy. You should provide the policy for the student and allow them a little time to do this.

Lecture to the students on barriers to effective communication, such as physical barriers, mental barriers, and the like. Cite examples on what can be done in order to prevent misinterpretation.

Do activity two and then activity one.

References

LAP 44-108

Communications in Marketing
Chapter 8
(2nd edition)

Merchandising
Chapters 5, 9
(2nd edition)

Cluster Instructional Objective:

UNDERSTAND THE IMPORTANCE OF INTER-STORE NEWS MEDIUM AS A MEANS OF COMMUNICATION

FM-28

2 Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
146-Attitude That an intra-store news medium is an excellent way to keep employees informed of changing policies, individual and employee activities and coming events.	Gather enough copies of the school newspaper. Hand a copy to each student. Ask each student to browse through each paper to select any article that they are the most interest in. Then ask the students for the article. If available, use an opaque projector, and as each student selects an article have pre-cut articles ready where you can put them on the projector. Do several of these and try to get a variety of types of articles to show the variety of interests they have and why a school newspaper is an excellent way to cover a number of activities going on in school. Then tie it in to an introduction of store news medium and show the similarities.	LAP 52-146 Communications in Marketing Chapters 7, 8 (2nd edition) Communications at Work Unit 4

Cluster Instructional Objective:

CORRECTLY DEMONSTRATE OUT TO HANDLE CUSTOMER COMPLAINTS THROUGH EFFECTIVE COMMUNICATION

FM-29

2

Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
136-Skill In determining the reason for a customer's complaint on billing, adjusting the complaint and tactfully informing the customer of the adjustment.	Have students secure a copy of their training station's policies on handling customer billing complaints. Discuss with them the similarities and differences. Have students interview three employees about their methods of handling complaints. Tape record their responses and play for the class. Have each student list the complaint which occurs most frequently in their stores. Determine the cause for the complaint and what could be done to alleviate the number of complaints in the future.	LAP 25-136 Customer Services Chapter 6 (2nd edition)

Cluster Instructional Objective: ABILITY TO RELATE IMPORTANCE OF ASSIGNING DUTIES AND DELEGATING AUTHORITY

FM-30

Communications 2

What Does the Competent Marketing Employee Do?

100-Knowledge of/or Understanding
that

The approaches which can be used in assigning duties and delegating authority so that everything is completely clear.

Common to
Wholesaling

Suggested Learning Activities

Have students view the film "Instructions or Obstructions" Bureau of National Affairs, 1615 Fishers Lane, Rockville, Maryland 20852.

Have students visit two businesses and obtain approaches used in assigning duties and delegating authority within the company. Then students can write a paper summarizing the information gathered.

Appoint committee chairpersons for a DECA project. Make the chairperson responsible for delegating responsibilities to complete the project. The chairperson should assign each student some specific responsibility necessary for the completion of the project.

Have students develop an organization chart for their training station. Then students can compare their chart with those of other class members. The students can identify similarities and differences.

The following statements were made by a supervisor. Rewrite each so that it is clear and tactful.

1. "These unpacked boxes are cluttering the backroom."

(Continued on following page)

References

LAP 34-100

Oklahoma Distributive Education III

Retailing Principles and Practices
Part 57

Communications in Marketing
Chapter 4

Human Relations in Marketing
Chapters 4, 6, 8
(2nd Edition)

Communications in Marketing
Chapters 3, 7, 1
(2nd Edition)

Communication at Work
Unit 4

Cluster Instructional Objective: ABILITY TO INTERPRET MANAGEMENT'S POLICIES (Continued)

What Does the Competent Marketing Employee Do?

124-Skill

Skill in interpreting management's policies to employer and employee's problems to management.

Common to
Wholesaling

Suggested Learning Activities

Present to the students a case problem where an employee(s) actions conflict with the store's policy (i.e., coming late to work two or three times a week). Have students react to how they would explain the policy to the employee (i.e., when the policy states "All employees are expected to arrive to work before the assigned time so employees will be ready for work and not preparing to go to work at the assigned time.")

Have students either write a reaction paper or give an oral presentation to the following situation. "Jim, a fellow worker, has a body odor problem. Since the weather has been getting hotter you have noticed the odor is getting worse. You find the smell offensive. What would you do to correct the situation?" Also determine what type of an approach they would take: written, oral, formal, informal, etc.

Give students a list of company policies and have one student explain the reasons for two or three specific policies to the rest of the group. Suggested areas for discussion; pay, hours, safety rules, requesting time off.

(Continued [illegible] following page)

References

LAP 45-124

Communications in Marketing
Chapters 4, 5

Retailing Principles and Practices
Part 56

Retail Merchandising
Chapter 5

Fundamentals of Selling
Chapters 5, 7

Produce Merchandising
Assignment 13

Grocery Merchandising
Assignment 2

Communications in Marketing
Chapters 1, 2, 6, 7
(2nd Edition)

Communication at Work
Unit 1 and Unit 2

Cluster Instructional Objective: ABILITY TO RELATE IMPORTANCE OF ASSIGNING DUTIES AND DELEGATING AUTHORITY (CONTINUED)

2

Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
100-Knowledge, etc.	2. "The display windows sure are dirty!" 3. "Doesn't anyone else around here straighten the merchandise except me?" 4. "I wonder who I can get to work tomorrow night." 5. "Handle this return of merchandise!"	LAP 45-124 (continued) Retailing Principles and Practices Part 34 (7th edition, 1981 tentative)

Cluster Instructional Objective: AN AWARENESS OF MANY PURPOSES OF DISPLAYS SUCH AS BUILDING GOODWILL, PROMOTE AND HELP MOVE GOODS

3 What Does the Competent Marketing Employee Do?

240-Attitude

Acquire an attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

259-Attitude
241-Attitude
248-Attitude

Suggested Learning Activities

After showing slides of various types of displays have students determine the purpose of each display.

Have students survey five stores in their occupational interest to observe displays. Then students should list the name of the store and the purposes for which the display was built and turn this in to you.

Using a display rating sheet from the DECA Handbook, have students evaluate three window displays in their occupational interest.

After evaluating have the students discuss the displays and there evaluations with the class.

Have the student select a store in community and interview several customers about the display's purpose and/or effectiveness.

References

Retailing Principles and Practices
Part 17

Display and Promotion
Chapter 2

Retail Merchandising
Chapter 14

Display and Promotion
Chapter 1, (2nd edition)

LAP 1-240

Retailing Principles and Practices
Part 27,63
(7th Edition, 1981 tentative)

Cluster Instructional Objective:

AN AWARENESS OF MANY PURPOSES OF DISPLAYS SUCH AS BUILDING GOODWILL, PROMOTE AND HELP MOVE GOODS

FM-2

What Does the Competent Marketing Employee Do?

241-Attitude

Attitude that displays tied in with local activities or seasonal events will create a favorable impression in the community.

OTHER CLUSTER COMPETENCIES

259-Attitude
240-Attitude
248-Attitude

Suggested Learning Activities

Have students interview their training sponsor and determine if local activities or seasonal events with internal displays are utilized. If so, students can list ten examples and give a brief description of each one.

After students have read selected resources, they can brainstorm for events that could be used to assist stores in displays or that could be used to create favorable community impressions. Best if students are divided into groups to work on the various seasons.

References

LAP 1-241

Retailing Principles and Practices
Parts 17, 70, 71

Display and Promrtion
Chapter 8

Display Ideas for Supermarke
Chapter 8

Display and Promotion
(2nd edition)
Chapter 8

Retailing Principles and Practices
Part 47
(7th edition, 1981 tentative)

Cluster Instructional Objective: AN AWARENESS OF MANY PURPOSES OF DISPLAYS SUCH AS BUILDING GOODWILL, PROMOTE AND HELP MOVE GOODS

FM-3

3 What Does the Competent Marketing Employee Do?

259-Attitude

Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

Common to
  General Retail Merchandising

OTHER CLUSTER COMPETENCIES

240-Attitude
241-Attitude
248-Attitude

Suggested Learning Activities

Have students recall and list the merchandise and services that they have purchased during the last three days. Then students should recall if displays played any part in their purchases. Have students get into groups or the entire class can be one group. Then students can combine individual lists into one list to determine the influence of displays on the purchases of the group.

In a brainstorming session have students compile a list of purposes for merchandise displays. Students can illustrate their lists by designing a poster with photographs or paste-ups that include major purposes and underlying purposes of displays.

References

LAP 1-259

Display and Promotion
  Chapter 2, 7

Retail Merchandising
  Chapter 14

Retailing Principles and Practices
  Part 16, 17

Advertising and Displaying Merchandise
  Chapter 1, u

Display Ideas for Supermarket
  Chapter 1, 2

Modern Supermarket Operation
  Chapter 17, 18

Stocking, Marking, and Displaying

Merchandising in Action
  Chapter 1, 2

Grocery Merchandising
  Assignments 4, 6, 8
  9, 12-20, 23, 24

Produce Merchandising
  Assignments 8, 10

Display

FM-4

Cluster Instructional Objective: A COMPREHENSION OF THE IMPORTANCE OF DISPLAY AS IT APPLIES TO THE STORE IMAGE

3

Display

What Does the Competent Marketing Employee Do?

242-Attitude

Acquire an attitude that displays should reflect the character of the store in both quantity and quality.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

251-Attitude
255-Attitude

Suggested Learning Activities

Given several slides of displays, both interior and exterior, have students determine the type of store image which the store is trying to reflect.

Have students visit five different stores noting the types of interior and exterior displays used in different departments. Through a written report, students can discuss the images reflected by each store.

After they have researched the displays and determined the store's image have the student compare there image with the image store believes it possesses. This can be done by talking with store manager. Discuss any differences that occur.

References

Display and Promotion
Chapter 2

Retailing Principles and Practices
Part 17

Retail Selling
Chapter 28

Display and Promotion
Chapter 6, (2nd edition)

LAP 2-242

Retailing Principles and Practices
Parts 27, 47
(7th Edition, 1981 tentative)

Cluster Instructional Objective: A COMPREHENSION OF THE IMPORTANCE OF DISPLAY AS IT APPLIES TO THE STORE IMAGE

FM-5

3

Display

What Does the Competent Marketing Employee Do?

251-Attitude

The attitude that special displays can create a favorable price-image in the minds of the customer.

OTHER CLUSTER COMPETENCIES

242-Attitude
255-Attitude

Suggested Learning Activities

Have students break into small groups to discuss how their training station creates special displays to create a favorable price-image in the minds of customers. Students can compare how different training stations handle special displays and submit their findings to you.

Have students visit their training station or local supermarket to identify two special displays. Then they can answer the following questions: "Does the special display create a favorable price image in your mind?" "If so, why is this?" "If not, what could have been done to create a favorable price-image?" Student's findings should be reported to you.

From selected readings, have students discuss with you what can be done with displays in the supermarket in order to create a favorable price-image in customers' minds.

References

LAP 2-251

Stocking, Marketing and Displaying

Advertising and Displaying Merchandise
Chapters 5, 7

Retailing Principles and Practices
Part 17

Display and Promotion
Chapter 8

Merchandising in Action
Page 261

Grocery Merchandising
Assignment 2

Display and Promotion (2nd edition)
Chapter 8

Cluster Instructional Objective:

A COMPREHENSION OF THE IMPORTANCE OF DISPLAY AS IT APPLIES TO THE STORE IMAGE

FM-6

What Does the Competent Marketing Employee Do?

255-Attitude

Attitude that the preparation for setting up displays must be supervised and approved for adherence to store promotional policy.

OTHER CLUSTER COMPETENCIES

242-Attitude
251-Attitude

Suggested Learning Activities

Have students describe the procedure used at their training station or visit a local supermarket to determine what procedures are used for setting up displays. Students should observe the type of displays and the merchandise to be displayed and report their findings to you.

From selected readings, have students write a reaction paper to the following statement: "It is important that store displays are supervised and approved so that they will adhere to store's promotion policies." Have students turn in their paper to you.

Have students break into small groups to compare how each of the training stations set up displays, to discuss what can or cannot be done with the displays, and to discuss how displays can adhere to store's promotional policies. Then students should discuss their findings with you.

References

LAP 2-255

Stocking, Marking and Displaying

Advertising and Displaying Merchandise
Chapter 5, 7

Retailing Principles and Practices
Part 34

Produce Merchandising
Assignments 8, 9

General Merchandising
Assignments 10, 11, 22

Merchandising in Action
Chapter 1

Retailing Principles and Practices
Part 47
(7th edition, 1981 tentative)

Cluster Instructional Objective:

AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

3

What Does the Competent Marketing Employee Do?

237-Attitude

The attitude that good display of merchandise is a prime factor in developing a customer's interest.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

260-Attitude
238-Attitude
239-Attitude

Display

Suggested Learning Activities

From selected readings, have students write an essay on why they believe good display is a prime factor in developing a customer's interest. Students can then discuss their essay with you to determine if their views are similar to those expressed by the authors.

From selected readings, have students develop background information on why good displays are a prime factor in developing customer interest. Then students can break into small groups and discuss the topic; one student should act as a recorder. After the small discussion have each recorder present the findings to the class.

References

Stocking, Marking, and Displaying

Advertising and Displaying Merchandise
Chapter 1, 5

Retail Merchandising
Chapter 14

LAP 3-237

Cluster Instructional Objective:

AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

3

Display

What Does the Competent Marketing Employee Do?

238-Attitude

Attitude that the more customer exposure merchandise has, the more sales it should produce.

OTHER CLUSTER COMPETENCIES

237-Attitude
239-Attitude
260-Attitude

Suggested Learning Activities

From selected readings, have students write a one page report on the following topic: "Why is it important to expose the customer, as much as possible, to the merchandise?"

Have students of similar career interest break into small groups. Then you can discuss with the students how important it is to expose merchandise to the customer in order to increase sales in the supermarket. Have students identify key points made in the small group discussion and illustrate how their training station accomplishes this or what the training station could do to better accomplish the key points.

Have students discuss with their training sponsor the following question: "How does the training station display merchandise in order to expose the customer to as much as possible in order to increase sales?"

References

LAP 3-238

Retailing, Principles and Practices
  Part 17

Display and Promotion
  Chapter 2

Stocking, Marking, and Displaying

Display and Promotion
  (2nd edition)

Merchandising in Action
  Chapter 1

Produce Merchandising
  Assignment 8

Grocery Merchandising
  Assignment 4

Retailing Principles and Practices
  Part 47
  (7th edition, 1981 tentative)

Cluster Instructional Objective: AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

FM-10

3 What Does the Competent Marketing Employee Do?

239-Attitude

Acquire an attitude that self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

260-Attitude
237-Attitude
238-Attitude

Display

Suggested Learning Activities

Have a group discussion on the importance of self-service institutions and how the displays will vary the amount of sales.

Have students make a field observation of self-selection merchandise displays and answer the following questions regarding these displays:

1. Are the displays properly signed?
2. Are all of the self-selection merchandise displays signed?
3. Do they believe that self-selection merchandise displays should be signed?
4. Why or why not?

Have students prepare a bulletin board or a poster showing the importance of identifying self-selection merchandise.

References

Advertising and Displaying Merchandise
Section 7

Display and Promotion
Chapter 6

Retailing Principles and Practices
Part 17

Retail Merchandising
Chapter 14

Display and Promotion
Chapter 6, (2nd edition)

LAP 3-239

Retailing Principles and Practices
Parts 20, 27, 47
(7th Edition, 1981 tentative)

Cluster Instructional Objective: AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

FM-12

What Does the Competent Marketing Employee Do?

260-Attitude

An attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

237-Attitude
239-Attitude
238-Attitude

Suggested Learning Activities

Have the students design a layout for a department in store promoting a sale. Discuss their store layout and why they designed it that way.

Have students evaluate 3 different stores to determine how pleasing it is for a customer.
—are departments clearly identified.
—are products clearly identified and clean.
—is there a traffic pattern.
—is the atmosphere of the store pleasing.

Discuss their finding or have them write a brief report.

References

Advertising and Displaying Merchandise
Page 51, 52

Retailing Principles and Practices
Part 32

LAP 3-260

Cluster Instructional Objective: AN AWARENESS THAT CERTAIN DISPLAY FUNDAMENTALS ARE AS IMPORTANT AS THE MERCHANDISE BEING SHOWN

FM-13

3 What Does the Competent Marketing Employee Do?

243-Attitude

Acquire an attitude that displays should be changed often to maintain customer interest.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

252-Attitude

Suggested Learning Activities

Have a small group of students brainstorm as a list of reasons why displays should be changed frequently. Then students can develop a list of reasons that came about from the brainstorming.

Have students discuss with a manager in a local store or their training sponsor the display schedule at their store. Students should find out if interior displays are changed more frequently than window displays and how often both are changed. Students should list any reasons for the store's procedure. Then have students summarize their findings in a written report.

References

Retail Merchandising
Chapter 14

Display and Promotion
Chapter 3

Advertising and Displaying Merchandise
Section 6

Display and Promotion
Chapter 7, (2nd edition)

LAP 5-243

Retailing Principles and Practices
Part 27
(7th edition, 1981 tentative)

Display

Cluster Instructional Objective: AN AWARENESS THAT CERTAIN DISPLAY FUNDAMENTALS ARE AS IMPORTANT AS THE MERCHANDISE BEING SHOWN

FM-14

3

What Does the Competent Marketing Employee Do?

252-Attitude

The attitude that clean store display windows enhance the merchandise being shown

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

243-Attitude

Suggested Learning Activities

Have students survey a series of stores and display cases. Then they can compile a list of stores which had smudged or dirty windows and discuss the effects of the dirth windows on the merchandise.

Have students design a plan for keeping display windows clean. They can discuss this plan with their training sponsor; then they follow it regularly while working.

References

Retail Merchandising
Chapter 14

Advertising and Displaying Merchandising
Chapter 6

Display and Promotion
Chapter 2

Retailing, Principles and Practices
Part 17

Produce Merchandising
Assignment 4, 11

Display and Promotion
Chapter 2, (2nd edition)

LAP 5-252

Retailing Principles and Practices
Part 47
(7th edition, 1981 tentative)

Display

Cluster Instructional Objective: AN UNDERSTANDING OF THE VARIETY OF TYPES OF ARRANGEMENTS OF DISPLAYS

FM-15

3 What Does the Competent Marketing Employee Do?

178-Knowledge of/or Understanding that

Knowledge of the various types or arrangements of displays (pyramid, stair, step, etc.) which can be used in window or interior merchandise displays.

OTHER CLUSTER COMPETENCIES

191-Knowledge of/or Understanding that
189-Knowledge of/or Understanding that
190-Knowledge of/or Understanding that

Display

Suggested Learning Activities

From either readings or discussion with you, have students determine and define the type of arrangements that can be used in displays. Students can also determine what spatial arrangements are in displays and determine how important these arrangements are in constructing display. Then have students rough sketch or use old catalogs to cut out illustrations of the above information and paste on paper to be handed in to you.

Have students visit a local supermarket or their training station. From the displays within the store, students can identify the different types of displays used. Have students make a rough sketch to illustrate their answer and submit their findings to you.

Have students visit the art teacher or have the art teacher visit the class to discuss basic spatial arrangements that are used in displays.

References

LAP 7-178

Display and Promotion
Chapter 5

Retailing Principles and Practices
Part 34

Stocking, Marking, and Displaying

Grocery Merchandising
Assignment 3, 4, 5, 8, 13, 23, 24

Merchandising in Action
Chapter 1

Produce Merchandising
Assignment 8

Display and Promotion
(2nd edition)
Chapter 5

Retailing Principles and Practices
Part 29 (7th edition, 19[illegible] tentative)

Cluster Instructional Objective: A KNOWLEDGE OF THE USES OF COLOR, HARMONY, BALANCE AND PROPORTION IN DISPLAY (continued)

FM-16

3 Display

What Does the Competent Marketing Employee Do?

Suggested Learning Activities

References

LAP 10-179

Retailing Principles and Practices
Parts 45, 46
(7th edition, 1981 tentative)

Cluster Instructional Objective: A KNOWLEDGE OF THE USES OF COLOR, HARMONY, BALANCE AND PROPORTION IN DISPLAY

FM-16

3 What Does the Competent Marketing Employee Do?

179-Knowledge of/or Understanding that

Knowledge of the principles of color, harmony, balance and proportion when building displays.

Suggested Learning Activities

From selected readings, have students define and give illustrations of the following: primary colors, secondary colors, tertiary colors, formal and informal balance, and the different types of proportion. Students should turn in their results to you.

Have students draw a color wheel identifying the primary colors, secondary colors, and intermediate colors. It is best if students can use colored pencils or magic markers.

Have students select displays from slides or colored photos. Then have students identify the primary colors, secondary colors, and tertiary colors; identify what type of balance and proportion was used for the display, and hand in the assignment to you.

References

LAP 10-179

Retailing Principles and Practices
Parts 35, 36

Advertising and Displaying Merchandise
Chapter 7

Retail Merchandising
Chapter 14

Display and Promotion
Chapters 4, 5

Grocery Merchandising
Assignment 8, 9, 19, 23, 24

Merchandising in Action

Produce Merchandising
Assignment 8

Display and Promotion (2nd edition)
Chapters 4, 5

Display

Cluster Instructional Objective:

BE ABLE TO DETERMINE THE PROPER DISPLAY LOCATION WITHIN THE STORES FOR THE TYPE OF MERCHANDISE BEING PROMOTED

FM-17

3 What Does the Competent Marketing Employee Do?

222-Skill

Skill in deciding where displays would be placed in a store.

Suggested Learning Activities

Have students draw a rough store layout of their training station or of a local supermarket. Then students can determine where the major displays are, see if any pattern forms, and try to determine why displays are located in these spots. The report should be turned into you.

Have students of similar interests break into small groups. With a grocery ad from the past week, students can draw a store layout and determine from the information contained in the ad where the display would go. Their results should be submitted to you.

From selected readings, have students prepare a brief report on what information is necessary to determine where displays should be placed in a store.

References

LAP 11-222

Display and Promotion
Chapter 2

Advertising and Displaying Merchandise
Chapter 7

Display Ideas for Supermarkets
Chapter 4

Produce Merchandising
Assignments 1, 8

Merchandising in Action
Chapter 1

Grocery Merchandising
Assignment 5

Display and Promotion
(2nd edition)
Chapter 2

Retailing Principles and Practices
Parts 27, 47
(7th edition, 1981 tentative)

Cluster Instructional Objective: A KNOWLEDGE OF AVAILABLE LOCATIONS WITHIN THE STORE THAT COULD BE AVAILABLE FOR DISPLAY USE

FM-18

3

Display

What Does the Competent Marketing Employee Do?

196-Knowledge of/or Understanding that

Knowledge of how to use available display space to the best advantage.

OTHER CLUSTER COMPETENCIES

250-Attitude

Suggested Learning Activities

Lecture on the topic "Effectively Locating Interior Displays." During the lecture, have transparencies of store interiors and ask students for suggestions regarding where to effectively place interior displays. Then give the students a store layout and have them fill in the displays and turn it in to you.

From selected readings, have students determine why it is critical that stores use available display space to the best advantage. The analysis by the students should be from the grocery angle. Then students can turn in their findings in a one page report.

References

LAP 12-196

Display for Supermarket
  Chapters 1, 2, 6

Stocking, Marking, and Displaying
  Chapters 13, 17

Retailing Principles and Practices
  Part 47
  (7th edition, 1981 tentative)

Cluster Instructional Objective:

A KNOWLEDGE OF AVAILABLE LOCATIONS
WITHIN THE STORE THAT COULD BE
AVAILABLE FOR DISPLAY USE

FM-19

3 What Does the Competent Marketing Employee Do?

250-Attitude

Attitude that an item of merchandise should be allotted display space based on its sales volume.

OTHER CLUSTER COMPETENCIES

196-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select a current newspaper ad for grocery stores. Based on three "loss leaders," have students determine how much display space should be allotted to the items. Then students should take their estimations to their training supervisor and have the supervisor also make an estimation. If there are differences, the students should find out why. Students can turn in their results to you or discuss the results in a small group.

From selected readings, have students choose one item of merchandise in each of the following groups:
(1) large display space needed
(2) medium display space needed, and
(3) small display space needed.

Then students can briefly discuss in writing why they elected to display the merchandise in the chosen amount of space. Students can also discuss their selection with you.

References

LAP 12-250

Display Ideas for Supermarkets
Chapter 6

Stocking, Marking, and Displaying
Assignment 12

Merchandising in Action

Produce Merchandising
Assignment 8

Grocery Merchandising
Assignments 3, 4, 5, 8, 13, 15, 16

Display

Cluster Instructional Objective: KNOWLEDGE OF THE USES OF SPECIAL DISPLAYS

FM-20

What Does the Competent Marketing Employee Do?

200-Knowledge of/or Understanding that

Knowledge of how to use special displays to help balance overstocked conditions without necessarily marking down merchandise.

Suggested Learning Activities

Have students of similar career objectives break into small groups. The students are to (1) identify three items from a grocery store that might be classified as overstocked items (such as seasonal items), (2) discuss how they would display those three items in such a way to balance the overstocked condition without necessarily marking down the merchandise, and (3) prepare a rough sketch of how they would do it. Their results should be submitted to you.

Have students interview either their training sponsor, supervisor, or a local supermarket manager to determine how businesses use special displays to help balance overstocked conditions without marking down merchandise. Students can discuss their findings with either you or students with similar career interests.

References

LAP 19-200

Display and Promotion
Chapter 2

Display Ideas for Supermarkets
Chapter 4

Modern Supermarket Operation
Chapter 17

Produce Merchandising
Assignment 8

Merchandising in Action
Chapter 1

Grocery Merchandising
Assignments 4, 8

Display and Promotion
(2nd edition)
Chapter 2

Retailing Principles and Practices
Part 47
(7th editio[illegible]1981
tentative)

Cluster Instructional Objective: ABILITY TO CONSTRUCT DISPLAY SIGNS

FM-21

What Does the Competent Marketing Employee Do?

181-Knowledge of/or Understanding that

Knowledge of the ways to letter and design a simple sign.

OTHER CLUSTER COMPETENCIES

180-Knowledge of/or Understanding
 that
199-Knowledge of/or Understanding
 that

Suggested Learning Activities

Have students interview the person who letters the signs at their training station. Students can observe how the signs are created and what tools are needed. Students can then compile a list of these tools and submit the list to you.

From selected readings, have students list the lettering tools that can be used for making sign copy. At their training station or at a local supermarket, students can compare their list with what is actually being used. In an adjustment column, students can record tools that they saw but did not have on their list or vice versa. This list should be turned in to you.

References

LAP 17-181

Learn to Letter

Advertising and Displaying Merchandise
 Section 7

Grocery Merchandising
 Assignments 2, 6, 8, 9
 13, 17, 20, 21

Merchandising in Action
 Chapter 2

Produce Merchandising
 Pages 2, 3

Cluster Instructional Objective: ABILITY TO CONSTRUCT RELATED ITEM DISPLAYS

FM-22

3

Display

What Does the Competent Marketing Employee Do?

223-Skill

Skill in using related items or logical grouping display to make it easier for customer to shop.

Suggested Learning Activities

From selected readings, have students list and define the three basic types of display groupings.

Have students select a grocery ad from the past week and identify how they would use the advertised items in making a display. Student should support their display and explain why they used the related items.

Have students with similar career interests break into small groups. Then they can discus the three basic types of display groupings and determine the psychology behind using this type of display technique. Their findings can be reported to you.

References

LAP 25-223

Display Ideas for Supermarket
Chapter 3

Display and Promotion
Chapter 2

Modern Supermarket Operations
Chapter 17

Grocery Merchandising
Assignments 6, 8, 16, 17, 18, 19, 23

Merchandising in Action

Produce Merchandising
Assignment 8

Display and Promotion
(2nd edition)
Chapter 2

Retailing Principles and Practices
Part 47
(7th editio[illegible] 1981
tentative)

Cluster Instructional Objective: ABILITY TO CONSTRUCT AND KNOW WHEN TO USE MANUFACTURERS' DISPLAY FIXTURES

FM-23

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
221-Skill Skill in using manufacturers' display aids with discretion.	Have students secure a manufacturer's display aid that is no longer being used at their training station and bring it to class. Students can demonstrate assembling the unit and explain where it was located in the store and why. Students should be prepared to answer any questions the class might have. Have students determine all the locations of manufacturers' display aids from a store layout of their training station. Students can then determine if it is the right amount, not enough, or too much and discuss their findings with you.	LAP 26-221 Advertising and Displaying Merchandising Chapter 7 Produce Merchandising Assignments 8, 10 Merchandising in Action Chapter 5 Grocery Merchandising Assignments 7-9, 15, 17, 20, 23, 24 Retailing Principles and Practices Part 47 (7th edition, 1981 tentative)

Cluster Instructional Objective: KNOWLEDGE OF HOW TO PREPARE DISPLAY SIGNS AND THE PURPOSES THEY SERVE

FM-24

3 What Does the Competent Marketing Employee Do?

195-Knowledge of/or Understanding that

The knowledge and the skill of how to develop display signs for self-service or self-selecting fixtures that provide the customer with the key features and the selling price of the merchandise.

Suggested Learning Activities

Have students view a self-service fixture sign in the school store or in a local business. Then students can sketch the display on a piece of paper, make a list of guidelines to use when developing self-service fixture signs and discuss the findings with you. The store manager could help the students identify the guidelines.

From selected readings, have students determine why signs are used and why they are called the "silent salesperson." Then students can write a brief report on their findings listing key points.

Have students identify three self-service fixture signs at their training station. Students should make a rough sketch and also identify the merchandise. Then students can determine why that type of sign was used with that type of merchandise and submit their findings to you.

References

LAP 29-195

Advertising and Displaying Merchandise
  Chapter 7

Retailing Principles and Practices
  Part 36

Display and Promotion
  Chapter 3

Grocery Merchandising
  Assignment 7-9

Merchandising in Action

Produce Merchandising
  Chapter 8

Display and Promotion
  (2nd edition)
  Chapter 3

Retailing Principles and Practices
  Part 47
  (7th editi[illegible] 1981 tentative)

Cluster Instructional Objective: THE EFFECT THAT THE PLACEMENT OF DISPLAY SIGNS HAVE ON THE MERCHANDISE BEING PROMOTED

FM-25

3 Display

What Does the Competent Marketing Employee Do?

225-Skill

Skill in using price cards to emphasize the price of merchandise being shown.

Suggested Learning Activities

From selected readings, have students determine why price cards are used. Then they can select a newspaper ad and prepare five 7" x 11" showcards using special sale items from the ad; price should be emphasized. All five cards should be different. Then students can turn in the cards for evaluation; a rationale for each card should be included.

From a display evaluation sheet (sample below), have students evaluate five showcards from local merchants. Then students can compare their findings with other student's findings and discuss the results as a class.

DISPLAY EVALUATION SHEET

1. Can the customer see the price card?
   8 points
2. Is the price card partially hidden from the customer's view?
   8 points
3. Does the price card distract from the display?
   6 points

(continued)

References

LAP 30-225

Display and Promotion
Chapter 3

Retailing Principles and Practices
Part 14

Display Ideas for Supermarkets
Chapters 7, 12

Stocking, Marking and Displaying

Produce Merchandising
Assignment 9

Merchandising in Action
Chapters 2, 4

Grocery Merchandising
Assignments 10, 11, 22

Display and Promotion
(2nd edition)
Chapter 3

Cluster Instructional Objective: THE EFFECT THAT THE PLACEMENT OF DISPLAY SIGNS HAVE ON THE MERCHANDISE BEING PROMOTED (CONTINUED)

FM-26

3 What Does the Competent Marketing Employee Do?

225-Skill (continued)

Suggested Learning Activities

4. Is the price card appropriate for the display theme?
   10 points
5. Does the price card conform to the store image?
   6 points
6. Is the information correct on the price card?
   10 points

References

Retailing Principles and Practices
Part 47
(7th edition, 1981 tentative)

Display

Cluster Instructional Objective: THE ABILITY TO DESIGN AND CONSTRUCT A SINGLE SHOW CARD

FM-27

What Does the Competent Marketing Employee Do?

227- Skill

The ability to letter a simple sign.

Suggested Learning Activities

Following procedures outlined in selected readings, students can construct three 7" x 11" signs. Students should practice their lettering before they construct the final product. The finished signs should be submitted to you.

Have students ask their training sponsor or supervisor if they can construct three signs that would be used by the store. Students should first draw a rough sketch of their lettering and submit this to you for approval. Then the students can create the signs, submit them to you for final approval, and take the signs to their training station to be used.

References

LAP 31-227

Advertising and Displaying Merchandise
Section 7

Learn to Letter

Grocery Merchandising
Assignments 9, 15, 17, 20

Produce Merchandising
Assignment 8

Retailing Principles and Practices
Part 47
(7th edition, 1981 tentative)

Cluster Instructional Objective: THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE

3

Display

What Does the Competent Marketing Employee Do?

202-Knowledge of/or Understanding that

The knowledge of how to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

OTHER CLUSTER COMPETENCIES

203-Knowledge of/or Understanding that
201-Knowledge of/or Understanding that
216-Skill
205-Skill
233-Skill
209-Skill

Suggested Learning Activities

If display cases are available for use, have students work in groups and design and construct a display. Alternate students groups so every week or two there is a different display.

If no display cases are available, have students (individually or in groups) design a display in detail and in color to hand in to you. Discuss each project and the project analysis with students. Present the best projects to entire class; pointing out both good and bad points.

Have students bring pictures of displays to class. Students can orally present these displays to the class and point out both good and bad points.

References

LAP 32-202

Fundamentals of Selling
Chapter 14

Retail Merchandising
Chapter 14

Retail Selling
Pages 73, 332-335

Retailing Principles and Practices
Parts 17, 34, 36

Marketing and Distribution
Pages 380-385

Modern Supermarket Operations
Chapter 17

Display Ideas for Supermarkets

Stocking, Marking, and Displaying

Retailing Principles and Practices
Part 47 (7[illegible] edition, 19[illegible] tentative)

Cluster Instructional Objective: THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE

FM-29

3

Display

What Does the Competent Marketing Employee Do?

201-Knowledge of/or Understanding that

Knowledge of how to use cartons, cases, and boxes effectively in building special displays.

OTHER CLUSTER COMPETENCIES

202-Knowledge of/or Understanding that
203-Knowledge of/or Understanding that
216-Skill
205-Skill
233-Skill
209-Skill

Suggested Learning Activities

Have students refer to selected readings and select four items of merchandise that can effectively be displayed in cartons, cases, or boxes. Students can then write plans and draw sketches that illustrate how they would display the four items of merchandise. Students should also discuss their sketches with you.

Based on selected readings, have students develop an evaluation checklist for displays using cartons, cases, and boxes. Have students use their training station. Students should then discuss their evaluations with their training sponsor or supervisor and turn in the results to you.

References

LAP 32-201

Fundamentals of Selling
Chapter 14

Retail Merchandising
Chapter 14

Retail Selling
Pages 73 and 332-325

Retailing Principles and Practices
Part 17, 34, 36

Marketing and Distribution
Pages 382-385

Stocking, Marking, and Displaying

Produce, Care, Preparation, and Merchandising
Assignment 35

Modern Supermarket Operations
Chapter 17

(continued on next page)

Cluster Instructional Objective: THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE
(continued)

FM-29

3 What Does the Competent Marketing Employee Do?

Display

Suggested Learning Activities

References

LAP 32-201 (continued)

Retailing Principles and Practices
Part 47
(7th edition, 1981 tentative)

Cluster Instructional Objective: THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE

FM-30

3

What Does the Competent Marketing Employee Do?

205-Skill

The ability to plan and construct a counter display.

OTHER CLUSTER COMPETENCIES

202-Knowledge of/or Understanding that
203-Knowledge of/or Understanding that
201 Knowledge of/or Understanding that
216-Skill
233-Skill
209-Skill

Display

Suggested Learning Activities

Demonstrate how to plan and construct a counter display. Then have students select a product and draw a rough sketch of a counter display and submit it to you for approval. Once their sketch is approved, students can assemble all necessary material and build the display.

References

LAP 32-205

Modern Supermarket Operations
Chapter 17

Display Ideas for Supermarkets
Chapter 4

Display and Promotion
Chapter 2

Retailing Principles and Practices
Part 47
(7th edition, 1981 tentative)

Cluster Instructional Objective: THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE

FM-31

3 What Does the Competent Marketing Employee Do?

216-Skill

Skill in using mass displays in setting up displays of large quantities of merchandise.

OTHER CLUSTER COMPETENCIES

202-Knowledge of/or Understanding that
201-Knowledge of/or Understanding that
203-Knowledge of/or Understanding that
205-Skill
237-Skill
209-Skill

Suggested Learning Activities

Have students ask their training sponsor if they could help build a mass display of some type of merchandise that will be advertised. As students are assisting, they can ask their sponsor why this type of merchandise was chosen for this type of display. Then students can submit a rough sketch of the display and their findings to you.

Have students interview their training sponsor or a local store manager to determine why certain procedures are necessary for mass displays and if certain precautions are necessary. Students should locate one mass display, draw a rough sketch, and submit the sketch along with their procedures for building a mass display to you.

Have students of the same career objective group together and plan a mass display. If possible, they can assemble materials and build the mass display. You and other students should evaluate the display.

References

LAP 32-216

Modern Supermarket Operations
Chapter 17

Display Ideas for Supermarkets
Chapter 4

Display and Promotion
Chapter 2

Display and Promotion
(2nd edition)
Chapter 2

Grocery Merchandising
Assignment 6, 8, 16-19, 23

Merchandising in Action
Chapter 2

Produce Merchandising
Assignment 8

Cluster Instructional Objective: THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE

FM-32

What Does the Competent Marketing Employee Do?

203-Knowledge of/or Understanding that

Knowledge of how to use the stacking, dumping, or cut-case technique in order to build a display.

OTHER CLUSTER COMPETENCIES

201-Knowledge of/or Understanding that
216-Skill
205-Knowledge of/or Understanding that
233-Skill
209-Skill
202-Knowledge of/or Understanding that

Suggested Learning Activities

Demonstrate to the students on how to safely use the box cutter and the two-wheeler. Students should take notes of this presentation and then compile a list of safety pointers to keep as a reference.

Have students observe a grocery clerk at their training station or in a supermarket on how the box cutter and two-wheeler are used. Students can then make a list from what they observed and discuss their findings with other students.

Have students prepare a bulletin board on how to safely use the box cutter to avoid personal injury or merchandise damage.

Have students identify merchandise that was displayed by the use of the dumping and cut-case technique at either their training station or a local supermarket. Students should (1) list the fixtures and locations and (2) describe, in writing, one example of each display technique observed.

Have students draw a rough sketch of stacking, dumping, or cut-case display. If school facilities permit the development of the above, this is a better approach than drawing a rough sketch. You should observe their results.

References

LAP 32-203

Modern Supermarket Operations
Chapter 17

Display Ideas for Supermarkets
Chapter 4

Display and Promotion
Chapter 2

Merchandising in Action

Produce Merchandising
Assignment 8

Grocery Merchandising
Assignment 12

Display and Promotion
(2nd edition)
Chapter 2

Cluster Instructional Objective: BE ABLE TO DETERMINE THE PROPER DISPLAY LOCATION WITHIN THE STORES FOR THE TYPE OF MERCHANDISE BEING PROMOTED

FM-33

3 What Does the Competent Marketing Employee Do?

187-Knowledge of/or Understanding that

The best locations within the store or department to place displays.

OTHER CLUSTER COMPETENCIES

198-Knowledge of/or Understanding that
222-Skill

Suggested Learning Activities

Have students listen and observe as a resource person discusses and shows where the best display locations are and why. Following this discussion, as a group, and from a pre-drawn store layout, discuss and locate the best spot for different types of displays.

From the student training station, draw the location of the displays used and then identify what type they are. Have students show completed layout design to their training supervisor and ask why three of the displays are where they are. Then have them submit their findings to you.

References

LAP 11-187

Display Ideas for Supermarket
Chapter 6

Modern Supermarket Operations
Chapter 17

Food Merchandising
Chapter 6

Cluster Instructional Objective: ABILITY TO CONSTRUCT DISPLAY SIGNS

FM-34

What Does the Competent Marketing Employee Do?

180-Knowledge of/or Understanding that

The uses of price cards as "silent salespersons."

OTHER CLUSTER COMPETENCIES

181-Knowledge of/or Understanding that

199-Knowledge of/or Understanding that

Suggested Learning Activities

Have students interview the person responsible for point-of-sale signs at their training station. Find out the procedure for having point-of-sale signs printed, how it is determined which merchandise will have point-of-sale signs, what type of sign holders are used, and what are the store policies on using specific sizes.

Have students select two items of merchandise from their training station and write sign copy for each that includes product information or recipe suggestions. Ask friends to evaluate your sign copy by observing to see if it would stimulate them to buy the merchandise and if it gives pertinent product information.

References

LAP 17-180

Stocking, Marking, and Displaying
  Assignment 23

Display and Promotion
  Chapter 6
  (2nd edition)

Modern Supermarket Operations
  Chapter 17

Advertising and Display Merchandise
  Section 8

Cluster Instructional Objective: KNOWLEDGE OF HOW TO PREPARE DISPLAY SIGNS AND THE PURPOSES THEY SERVE

FM-35

3 What Does the Competent Marketing Employee Do?

219-Skill

In developing display signs for self-service of self-selection fixtures that provide the customer with the key features and selling price of the merchandise.

OTHER CLUSTER COMPETENCIES

195-Knowledge of/or Understanding that

Suggested Learning Activities

Have students ask their training sponsor if they could make several display signs either free hand or, if available, with a sign press. Ask the employer to rate the signs on the student's ability to convey key features and selling price of the merchandise.

Have students make three display signs of products from a grocery ad. Rate the signs based on highlighting key features and the selling price of the merchandise.

References

LAP 29-219

Stocking, Marking and Displaying
Assignment 23

Display and Promotion
Chapter 6
(2nd edition)

Modern Supermarket Operations
Chapter 17

Advertising and Displaying Merchandise
Section 8

Display

Cluster Instructional Objective: AN UNDERSTANDING OF THE VARIETY OF TYPES OF ARRANGEMENTS OF DISPLAYS

FM-36

3

What Does the Competent Marketing Employee Do?

189-Knowledge of/or Understanding that

The principles of mass display.

OTHER CLUSTER COMPETENCIES

- 191-Knowledge of/or Understanding that
- 178-Knowledge of/or Understanding that
- 190-Knowledge of/or Understanding that

Suggested Learning Activities

Have students make a sketch of a display at their training station. Then have them compare the characteristics of it with a mass display checklist provided by you.

Bring in examples of mass display in the form of transparencies or for use with the opaque projector. Divide the class into teams and give the teams a designated amount of time to view the examples. As teams, they will receive one point for every mass display principle used. The team with the most points is declared the winner.

References

LAP 7-189

Display and Promotion
Chapter 1
(2nd edition)

Food Merchandising
Chapter 6

Display Ideas for Supermarketing
Chapter 1

Modern Supermarket Operations
Chapter 17

Display

Cluster Instructional Objective.

UNDERSTAND WHAT IS INVOLVED IN
PLANNING AND PREPARATION OF
DISPLAYS

FM-37

3 What Does the Competent Marketing Employee Do?

253-Attitude

That display merchandise not quickly returned to selling departments usually increase inventory shortages.

OTHER CLUSTER COMPETENCIES

177-Knowledge of/or Understanding that
211-Attitude

Suggested Learning Activities

Have students interview their training sponsor or a supermarket grocery manager as to why it is important to return display merchandise to the selling departments in order to avoid inventory shortages.

Present the following problem to the students. You have a Del Monte special this week. You are advertising 25 different kinds and sizes of can goods. The displays are located all over the store. After the ad has run, what should be done with the remaining goods. Why? If students fail to make the connection between returning the merchandise to the grocery department, then discuss why it is important.

References

LAP 8-253

Retail Principles and Practices
Part 15

Display

Cluster Instructional Objective: AN AWARENESS OF MANY PURPOSES OF DISPLAYS SUCH AS BUILDING GOODWILL, PROMOTE AND HELP MOVE GOODS

FM-38

3

Display

What Does the Competent Marketing Employee Do?

248-Attitude

That effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

OTHER CLUSTER COMPETENCIES

241-Attitude
240-Attitude
259-Attitude

Suggested Learning Activities

Discuss why displays are used in a grocery store. What are their purposes and what advantages do they offer the customer and the employer.

Have students identify three different types of displays used in a supermarket. (i.e., enclosure of isle island) Then have them determine the effectiveness of each in terms of customer self selection. Discuss.

References

LAP 1-245

Food Merchandising
Chapter 1

Supermarketing
Chapter 4
Page 104, 116, 242

Cluster Instructional Objective:

THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE

FM-39

3

What Does the Competent Marketing Employee Do?

209-Skill

In displaying merchandise as it can be used.

OTHER CLUSTER COMPETENCIES

201-Knowledge of/or Understanding that
203-Knowledge of/or Understanding that
202-Knowledge of/or Understanding that
216-Skill
205-Skill
233-Skill

Suggested Learning Activities

Have students, using merchandise available in the school store, plan a display that will demonstrate to shoppers the use of featured merchandise. Include: (1) a theme, (2) featured and related merchandise, (3) a description of how the merchandise will be displayed to demonstrate use, (4) tools, props, and accessories needed, and (5) a brief description of how you plan to construct the display. Draw a sketch of the display and evaluate your plans using the DECA display rating sheet or some other evaluative form.

References

LAP 32-209

Display Ideas for Supermarkets
Chapter 12

Display and Promotion
Chapter 6
(2nd edition)

Display

Cluster Instructional Objective:

THE USES OF THE DIFFERENT TYPES OF DISPLAYS AND HOW TO CONSTRUCT EACH TYPE

FM-40

3

What Does the Competent Marketing Employee Do?

233-Skill

Ability to determine when to dismantle and replace major displays when the "cleaning-up" of the remaining items can best be done in a side display.

OTHER CLUSTER COMPETENCIES

- 201-Knowledge of/or Understanding that
- 203-Knowledge of/or Understanding that
- 202-Knowledge of/or Understanding that
- 216-Skill
- 205-Skill
- 209-Skill

Display

Suggested Learning Activities

Have students solve the following case problem. Case Problem: The garden shop of a supermarket has been conducting a promotional sale of spring garden and yard fertilizers. Bulk displays of fertilizers, sale signs, and newspaper ads have been used to promote the sale. On May 30, Mr. Jones, the garden department manager, notices that the signs are soiled. He receives word from the store sales manager that he needs to make plans for a yard and garden tool promotional display, but he still wants the garden shop to continue to display the remaining bags of fertilizer until all of them have been sold. What help can you give to Mr. Jones? List your suggestions and the factors involved in the decision.

Ask students with experience when their training station replaces or dismantles their displays. Ask if there is a pattern or does it go by the type of merchandise being displayed.

Discuss with the students on what displays should be changed frequently and some of the reasons for displaying merchandise.

References

LAP 32-233

Display and Promotion
Chapter 3
(2nd edition)

Modern Supermarket Operations
Chapter 17

Advertising and Displaying Merchandise
Section 5

Food Merchandising
Chapter 6

Cluster Instructional Objective: ABILITY TO UTILIZE DISPLAY THEMES IN PLANNING AND PREPARING DISPLAYS

FM-41

3

What Does the Competent Marketing Employee Do?

184-Knowledge of/or Understanding that

How to plan and schedule displays and display themes in advance.

OTHER CLUSTER COMPETENCIES

175-Knowledge of/or Understanding that

Suggested Learning Activities

Have students interview their training sponsor or a manager of a local supermarket to determine how planning and scheduling of display themes is accomplished. Have student prepare a report to be given to you or to the class.

Give students a theme and let them develop a plan and schedule for displays for a supermarket. Then have them take their plans to their training sponsor or local supermarket manager for an evaluation and remarks.

References

LAP 9-184

Display and Promotion
Chapter 3
(2nd edition)

Advertising and Displaying Merchandise
Section V
Project 35

Food Merchandising
Chapter 6

Modern Supermarket Operations
Chapter 17

Display

Cluster Instructional Objective: ABILITY TO UTILIZE DISPLAY THEMES IN PLANNING AND PREPARING DISPLAYS

FM-42

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
175-Knowledge of/or Understanding that How to employ seasonal or storewide themes in department displays	Lecture to the students on the importance of coordinating store wide themes in displaying. Then give them several examples of themes and let the students develop an entire store display set-up. This should include all departments within the supermarket.	LAP 9-175 Display and Promotion Chapter 3 (2nd edition) Modern Supermarket Operations Chapter 17
OTHER CLUSTER COMPETENCIES 184-Knowledge of/or Understanding that	Bring in several grocery advertisements. Using the themes from the ads, have students develop how they would coordinate a store wide theme to include all departments for display purposes. An example might be a holiday or line of goods.	Food Merchandising Chapter 6 Display Ideas for Supermarkets Chapter 8
203-Skill In selecting merchandise for display that is seasonal and timely.	Have students interview the person in the grocery store who is responsible for selecting merchandise for display that is seasonal and timely. Have them determine from the interview how merchandise is selected for display that is seasonal and timely. Lecture to the students on how displays and themes are selected weeks in advance to correspond with the season. Have illustrations of grocery ads that show this.	LAP 6-208 Modern Supermarket Operations Chapter 17 Food Merchandising Chapter 6 Display and Promotion Chapter 3 (2nd edition) Advertising and Displaying Merchandise Section 6

Cluster Instructional Objective: ABILITY TO PLAN SPECIAL EVENTS IN THE PREPARATION AND PLANNING OF DISPLAYS

FM-43

3

Display

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
182-Knowledge of/or Understanding that How to use back grounds in display construction that enhance, not detract, from the merchandise.	Try to secure an old display from a local supermarket that was used in a recent promotion. If unavailable, try a local jobber or distributor who might carry such an item. Then either demonstrate in front of the class or have students determine how this ready made display was used to sell the merchandise. Then have them determine if anything could have been done to help increase product exposure. Also have students identify any part of the display that might have detracted from the merchandise. Have slides showing a variety of grocery displays that uses background props. Explain what the purposes are for using these types of displays and then ask the students for any additions or corrections in preventing background props from interfering with the display of the merchandise.	LAP 14-182 Display and Promotion Chapters 5, 6 (2nd edition) Advertising and Displaying Merchandise Section 5 Retail Merchandising Chapter 14, d, e
	In the classroom setting, have students, working in pairs, design and, if possible, set up a display utilizing background props that enhance not detract, from the merchandise.	LAP 27-226 Display and Promotion Chapters 5, 6 (2nd edition) Advertising and Displaying Merchandise Section 5

Cluster Instructional Objective: UNDERSTAND THE USE OF DISPLAY FIXTURES IN THE PLANNING AND PREPARATION OF DISPLAYS

3

Display

What Does the Competent Marketing Employee Do?

174-Knowledge of/or Understanding that

The use of various types of display fixtures for the most advantageous display of merchandise.

Suggested Learning Activities

Give students a list of display features and then another list of goods. Ask them to select which display fixtures would go with which goods and why.

Demonstrate to the students how to use display fixtures for the most advantageous display of merchandise. Set up an actual display as you are lecturing.

After you lecture on how to use various types of fixtures, have students work in pairs in setting up displays.

References

LAP 13-174

Modern Supermarket Operations
Chapter 17

Display and Promotion
Chapter 6
(2nd edition)

Retail Merchandising
Chapter 14 d, e

Cluster Instructional Objective: ABILITY TO PLAN SPECIAL EVENTS IN THE PREPARATION AND PLANNING OF DISPLAYS

FM-46

3 Display

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
226-Skill (continued) Ability to construct background displays that will enhance, not detract from, the merchandise.	Lecture and demonstrate for the student, how you can build a display utilizing background props that will enhance, not detract from, the merchandise.	Retail Merchandising Chapter 14, d, e

Cluster Instructional Objective: AN UNDERSTANDING OF THE VARIETY OF TYPES OF ARRANGEMENTS OF DISPLAYS

FM-47

3

Display

What Does the Competent Marketing Employee Do?

190-Knowledge of/or Understanding that

The best arrangements for advertised merchandise on counters, tables, or shelves.

OTHER CLUSTER COMPETENCIES

178-Knowledge of/or Understanding that
189-Knowledge of/or Understanding that
191-Knowledge of/or Understanding that

Suggested Learning Activities

From a newspaper ad, have students select 3-5 advertised specials and then illustrate how these specials can be best arranged for display on counters, tables, or shelves. Have students support their choice of locations.

Secure enough material for students to work in class on the best way to arrange advertised merchandise on counters, tables, or shelves.

Demonstrate to the students how to best arrange advertised merchandise on counters, tables, or shelves.

References

LAP 7-190

Display Ideas for Supermarkets
Chapter 11

Display and Promotion
Chapters 4, 5
(2nd edition)

Stocking, Marking and Displaying
Assignment 2

Advertising and Displaying Merchandise
Section 6

Cluster Instructional Objective: AN UNDERSTANDING OF THE VARIETY OF TYPES OF ARRANGEMENTS OF DISPLAYS

FM-48

3

What Does the Competent Marketing Employee Do?

191-Knowledge of/or Understanding that

The ways to develop displays that feature merchandise as near as possible to the way it will be used.

OTHER CLUSTER COMPETENCIES

178-Knowledge of/or Understanding that
190-Knowledge of/or Understanding that
189-Knowledge of/or Understanding that

Suggested Learning Activities

Give students a list of products from a supermarket or take a recent ad from the newspaper and use some of those advertised specials. Then from this list have students select 3-5 items and determine the way, on paper using rough sketches, that feature merchandise can be displayed as near as possible to the way it will be used.

Have students visit a local supermarket or their training station to find an example of a display featuring merchandising as near as possible to the way it will be used. Have students then rough sketch and write a brief report.

References

LAP 7-191

Display Ideas for Supermarkets
Chapter 12

Display and Promotion
Chapter 6
(2nd edition)

Display

Cluster Instructional Objective: BE ABLE TO DETERMINE THE PROPER DISPLAY LOCATION WITHIN THE STORES FOR THE TYPE OF MERCHANDISE BEING PROMOTED

FM-49

3

What Does the Competent Marketing Employee Do?

198-Knowledge of/or Understanding that

How to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other than normal department locations.

OTHER CLUSTER COMPETENCIES

187-Knowledge of/or Understanding that
222-Skill

Display

Suggested Learning Activities

Ask students for examples from a local supermarket on how their training station sets up displays of merchandise of sale items in other than normal department locations. Then determine if they know why this is done. If not, lead a discussion.

Assign each student to visit a local supermarket to have them list five temporary displays of featured or sale items in other than normal department locations. Compare their findings to see if some pattern was formed. Discuss the similarities and differences.

References

LAP 11-198

Display Ideas for Supermarkets
Chapter 11

Food Merchandising
Chapter 6

Modern Supermarket Operations
Chapter 17

Stocking, Marking and Displayin
Assignments 7, 26

Cluster Instructional Objective: ABILITY TO CONSTRUCT DISPLAY SIGNS FM-50

3

What Does the Competent Marketing Employee Do?

199-Knowledge of/or Understanding that

How to use departmental signs as sales stimulators, presenting customers with product information and recipe suggestions.

OTHER CLUSTER COMPETENCIES

180-Knowledge of/or Understanding that
181-Knowledge of/or Understanding that

Suggested Learning Activities

Have students visit a local supermarket or training station to determine if signs are used as sales stimulators, presenting customers with product information and recipe suggestions. Have students secure at least three illustrations, write up a summary of each one and submit the report to you.

Lecture to the students, using numerous illustrations on how departmental signs are used as sales stimulators.

References

LAP 17-199

Stocking, Marking and Displaying
Assignment 23

Food Merchandising
Chapter 6

Display and Promotion
Chapter 6
(2nd edition)

Display Ideas for Supermarkets
Chapter 4

Display

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF USING PRE-PACKAGED MERCHANDISE

FM-51

3 Display

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
197-Knowledge of/or Understanding that How to use pre-packaging of produce, fruits and meats to insure peak freshness and protect items from excessive damage and spoilage.	Ask students to interview the produce manager on why prepackaging of produce, fruits, and meats helps insure peak freshness and protect item from damage and spoilage. Have students report back to you on their findings. Discuss with the students the statement, "Since prepackaging adds to the cost, what benefits can the customer and employer realize from doing this?" You should react with a produce manager if you are not certain as to the advantages.	LAP 15-197 Customer Services Chapter 5 (2nd edition) Food Merchandising Chapter 1

Cluster Instructional Objective: DEMONSTRATE TECHNIQUES IN REARRANGING OR REPLACING MERCHANDISE

FM-52

3 What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
207-Skill In rearranging or replacing merchandise sold from interior displays.	Discuss with students how "facing" or rearranging or replacing merchandise sold from an interior display is performed. If possible, have several shelves with goods in the classroom so the student can demonstrate this to you.	LAP 33-207 Advertising and Displaying Merchandise Section 7 Display and Promotion Chapter 3 (2nd edition)

Cluster Instructional Objective: DEMONSTRATE SKILL IN COORDINATING DISPLAYS WITH ADVERTISED MERCHANDISE

FM-53

3

Display

What Does the Competent Marketing Employee Do?

210-Skill

In scheduling and featuring merchandise in display at the same time it is being advertised.

Suggested Learning Activities

Ask the training sponsor if it is possible for the student to help set up merchandise that will be featured. Visit the supermarket and view the students work on how well they did.

Give the student a store layout and a grocery ad. Ask the student to schedule and determine where the various featured items will go. Submit to the training sponsor or supervisor for evaluation.

References

LAP 20-210

Display and Promotion
Chapter 3
(2nd edition)

Advertising and Displaying Merchandise
Section V

Food Merchandising
Chapter 6

Modern Supermarket Operations
Chapter 17

Cluster Instructional Objective: UNDERSTAND WHAT IS INVOLVED IN PLANNING AND PREPARATION OF DISPLAYS

FM-54

3

What Does the Competent Marketing Employee Do?

211-Skill

In dismantling display so that neither the merchandise or the fixtures will be damaged.

OTHER CLUSTER COMPETENCIES

177-Knowledge of/or Understanding that
253-Attitude

Suggested Learning Activities

Ask the student's training sponsor to allow the student the opportunity to dismantle a display so that nothing is damaged. Also ask the sponsor or supervisor to rate how well the student performed this activity.

If available in the classroom, have students set up, and then dismantle a display in order to demonstrate being able to handle the merchandise and fixtures without damage.

References

LAP 8-211

Display and Promotion
Chapter 3
(2nd edition)

Modern Supermarket Operations
Chapter 17

Food Merchandising
Chapter 6

Display Ideas for Supermarkets
Chapter 11

Display

Cluster Instructional Objective: UNDERSTAND WHAT IS INVOLVED IN PLANNING AND PREPARATION OF DISPLAYS

FM-55

3 What Does the Competent Marketing Employee Do?

177-Knowledge of/or Understanding that

Knowledge of the housekeeping necessary for the proper upkeep of department displays of merchandise.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

211-Skill
253-Attitude

Suggested Learning Activities

Discuss the reasons and procedures for proper housekeeping activities for department displays.

Have the students evaluate 3 different department displays in local stores. Have the students discuss their reactions.

Have the students discuss with their training sponsor the need for well-kept displays. Then have the student write a brief report of their findings.

Have the students prepare guidelines for new employees by summarizing housekeeping activities that should be preformed to properly maintain department displays.

References

Advertising and Displaying Merchandise
Part 5

SMA, Small Business Administration, 124
Pages 4, 5

Display and Promotion
Chapter 2

Display and Promotion
Chapter 2, (2nd edition)

LAP 8-177

Cluster Instructional Objective: ABILITY TO RELATE GOOD GROOMING TO PRODUCTIVE JOB PERFORMANCE

FM-1

What Does the Competent Marketing Employee Do?

263-Knowledge of/or Understanding that

The knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.

Common to
General Retail Merchandising

Suggested Learning Activities

Invite a guest speaker, such as a personnel manager, to speak on appropriate dress for work in retail.

Have students of similar occupational interests get into small groups. The group can devise a dress code for training stations.

Have students find pictures in magazines that demonstrate appropriate dress for given occupations.

Have students view the filmstrip "The Look Is Natural."

Have students discuss the reasons why dress codes might vary from job to job.

References

LAP 3-263

Oklahoma Distributive Education I

Fundamentals of Selling
Chapter 3

Psychology and Human Relations in Marketing
Chapter 2

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 13

Retailing Principles and Practices
Parts 8, 23, 63
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THAT ENTHUSIASM ON THE JOB CONTRIBUTES TO EMPLOYABILITY

FM-2

4 Human Relations

What Does the Competent Marketing Employee Do?

303-Skill

Skill in generating enthusiasm toward people.

Common to
    General Retail Merchandising

Suggested Learning Activities

Discuss with the students different ways in which people can show enthusiasm toward others.

Have students demonstrate how enthusiasm would be shown toward the following types of people:

(1) Grandparents
(2) Best friend
(3) Younger brother or sister
(4) Teacher
(5) Dentist
(6) Fellow Worker
(7) Employer (The Boss)

Have students role play the situations in activity number.

References

LAP 8-303

Fundamentals of Selling
    Chapter 3, c

Retailing Principles and Practices
    Part 21

Retail Selling
    Chapter 8

Produce Merchandising
    Assignment 12, 13
    Pages 1-4

Grocery Merchandising
    Pages 1-4

Retailing Principles and Practices
    Parts 15, 41
    (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF INITIATIVE AND CREATIVITY TO SUCCESSFUL JOB PERFORMANCE

FM-3

4

Human Relations

What Does the Competent Marketing Employee Do?

296-Skill

Skill in demonstrating initiative and creativity.

Common to
General Retail Merchandising

Suggested Learning Activities

Present a brief lecture on what initiative and creativity is and how it is instrumental in job success and promotion. Follow the lecture with several brief situations (one follows) that could happen at work. Ask the students what they would do in this situation.

SITUATION: If you saw paper littering the selling floor or in the back stock room, would you pick it up and discard it?

Then ask the students for several situations where they feel that they demonstrated initiative and creativity at work. Ways to lead into this would be to ask students: (1) Were you ever given a task and instead of "just" doing what was required, you took that extra step to do more than what was required of you? How did it make you feel? or (2) Did a customer ever have a special problem where you did something out of the ordinary to help?

(Continued on following page.)

References

LAP 10-296

Basic Salesmanship
Chapter 9

Basic Selling
Chapter 9

Psychology and Human Relations in Marketing
Chapter 2

Retail Merchandising
Chapter 11
Pages 615-616

Retail Selling
Chapter 8
Unit 4

Fundamentals of Selling
Chapter 3

Grocery Merchandising
Assignmen[illegible]

Retailing Principles and Practices
Part 21

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF INITIATIVE AND CREATIVITY TO SUCCESSFUL JOB PERFORMANCE (CONTINUED)

FM-4

4

Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
296 Continued	Present a brief lecture on the skill of initiative and creativity. Then solicit examples from the students on the types of things they have done at work to demonstrate initiative and creativity. Ask students how it made them feel when they did that "little bit extra."	Produce Merchandising Assignment 13 Creative Selling Chapter 3 (2nd Edition) Retailing Principles and Practices Parts 9-32 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF MAINTAINING AN OBJECTIVE POINT OF VIEW IN BUSINESS RELATIONS

FM-5

4

Human Relations

What Does the Competent Marketing Employee Do?

284-Skill

Skill in maintaining an objective point of view in problem situations.

Common to

General Retail Merchandising

Suggested Learning Activities

Have students cite one example of a recent problem that developed at work; have them do this in writing. Then the students can determine if the outcome of their problem was approached objectively. They should also explain why or why not and discuss their findings with you.

From selected readings, have students answer the following questions:

1. List at least two advantages of maintaining an objective point of view.
2. Give at least one way to maintain an objective point of view.
3. What is meant by "maintaining an objective point of view?"

References

LAP 12-284

Retailing Principles and Practices
Part 21

Communications in Marketing
Chapter 2

Modern Supermarket Operatio
Chapter 5, 23

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Parts 30, 34
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MORALE TO JOB PERFORMANCE

FM-6

4 Human Relations

What Does the Competent Marketing Employee Do?

272-Knowledge of/or Understanding that

Knowledge that morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

Common to
Wholesaling

237

Suggested Learning Activities

Have students read the section on "Building the Sales Force" and the chapter on "Management Action to Improve Human Relations."

Have students prepare a list of benefits offered by their training station which builds morale on the job. Students should list more than just normal "fringe benefits."

Have students write a paper on morale at their training station. If the student believes the morale is low, they should offer suggestions on how it could be improved. If the student believes the morale is good, they should explain why they think it is that way.

References

LAP 16-272

Fundamentals of Selling
Chapter 15, b

Psychology and Human Relations in Marketing
Chapter 7

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Communication in Marketing
Chapters 1, 8
(2nd Edition)

Human Relations in Marketing
Chapters 7, 8
(2nd Edition)

Growing on the Job
Unit I

233

Communications at Work
Chapters 4

(continued on next page)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MORALE TO JOB PERFORMANCE

FM-6

4

Human Relations

What Does the Competent Marketing Employee Do?

272-continued

Suggested Learning Activities

References

Retailing Principles and Practices
Parts 9, 15, 34

Cluster Instructional Objective:

ABILITY TO RELATE THE
VALUE OF PARTICIPATING
IN PROFESSIONAL ORGANIZATIONS

FM-7

4

Human Relations

What Does the Competent Marketing Employee Do?

334-Attitude

The attitude that there is a need for joining and participating in meetings and activities which will improve personal and professional development.

Suggested Learning Activities

Have students develp information posters about DECA; one that could be used to inform potential DECA members about the organization, its purposes, and its activities. Then place the posters where they can be seen by potential DECA members (in the school's main lobby, in other classrooms, in school offices, in the DE display window, etc.).

Have students explore the professional organizations available to employees at the students' training stations. This could be labor organizations, as well as other types of professional organizations. Have students report to the class on the purposes and activities of the organization and how the student feels about the organization. Ask students whether they would join such an organization based on the information they obtained.

References

LAP 18-334

Retail Selling
  Chapter 8
  Page 5

Fundamentals of Selling
  Page 343, 83-85

Retailing Principles and Practices
  Parts 20, 21, 38

Psychology and Human Relations in Marketing
  Chapters 1, 2

Basic Salesmanship
  Chapter 9

Basic Selling
  Chapter 9
  (2nd edition)

Human Relations in Marketing
  Chapters 1, 2
  (2nd edition)

(continued on next page)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF BUILDING SOUND WORKING RELATIONSHIPS

FM-8

4

Human Relations

What Does the Competent Marketing Employee Do?

269-Knowledge of/or Understanding that

How to build sound working relationships in "forced" associations.

Suggested Learning Activities

Have a case problem dealing with "forced associations." Have students get into small groups. Using the five-step problem solving method approach, the group can prepare a presentation for the class acting out the case problem and their solution.

Have two or three students cite personal examples of forced relationships at work that are either good or not good. Then the rest of the class can problem-solve a solution about the "forced associations." Discuss with the class their results.

References

LAP 19-269

Basic Salesmanship
Chapter 9

Communications in Marketing
Chapter 4

Psychology and Human Relations in Marketing
Chapters 1, 2

Retailing Principles and Practices
Part 21

Fundamentals of Selling
Chapter 3
Page 231

Human Relations in Marketing
Chapters 1, 2
(2nd edition)

Basic Selling
Chapter 9
(2nd edition)

(continued on next page)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF BUILDING SOUND WORKING RELATIONSHIPS

FM-8

4

Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
269-continued		Communications in Marketing Chapter 3 (2nd edition)

Cluster Instructional Objective: ABILITY TO ADAPT TO THE PERSONALITY AND NEEDS OF THE CUSTOMERS.

FM-9

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
288-Skill Skill in adapting to the personality and needs of customers.	Select two or three students for a role playing situation. Have each student adopt a role of either (1) an indecisive buyer, (2) an agressive, know-it-all buyer, or (3) a buyer who is in a terrible hurry. Role play three short situations where you are the clerk. Demonstrate to the students the skill in adapting to the personality and needs of the customer. Have students explain incidents at work where they had to modify their behavior in dealing with customer personalities. Discuss with the students how the case was handled and what could have been done to improve the situation--keeping in mind the personality and needs of the customer. From this discussion, have students develop a list of "how to do it" for the students use at their training station. (Continued on following page.)	LAP 29-288 Marketing and Distribution Chapter 7, 8 Retail Merchandising Chapter 11, c-d Fundamentals of Selling Chpater 4, 9, 10, 12, e Grocery Merchandising Assignment 24 Produce Merchandising Assigment 2, 12 Retail Selling Chapter 18, 19, 21, 22 Page 307, 384-385 Retailing Principles and Practices Unit 3, Part 7, Unit 2 Pages 69-71, 72-73 391-392

Cluster Instructional Objective:

ABILITY TO ADAPT TO THE PERSONALITY AND NEEDS OF THE CUSTOMERS. (CONTINUED)

4

Human Relations

What Does the Competent Marketing Employee Do?

288-Continued

Suggested Learning Activities

References

LAP 29-288

Basic Salesmanship
Chapter 3

Communications in Marketing
Chapter 2, 4

Basic Selling
Chapter 3
(2nd edition)

Psychology and Human Relations in Marketing
Chapter 2

Human Relations in Marketing
Chapter 2
(2nd edition)

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RECOGNIZE HOW TO HANDLE DIFFICULT CUSTOMERS

FM-11

What Does the Competent Marketing Employee Do?

280-Knowledge of/or Understanding that

Knowledge of the ways to effectively handle difficult customers.

Suggested Learning Activities

In a group, have students relate how they have handled difficult customers at work. The group should explore each situation to see why the approach worked. If it is a situation that did not work, the group can come up with a hypothetical solution.

Role play a situation where you or another student is a difficult customer and a student is the employee. The employee-student should not know what the problem will be until the role playing begins. The class should observe the role play making notes on what the employee-student did right and what could have been done to increase the possibility of customer satisfaction.

Lecture to the class on effective ways to handle difficult customers. After the lecture, have another instructor role play with you several short situations which go through various types of customer complaints. Have students react to what was done right and what was done wrong in the way the employee handled the situation.

Invite a customer service manager to speak on how employees within that department are trained to handle difficult customers.

References

LAP 28-280

Front End Operations

Human Relations in Business
Chapter 5

Retail Merchandising
Chapter 11

Checker-Cashier
Chapter 8

Produce Merchandising
Assignment 12

Grocery Merchandising
Assignment 24

Retailing Principles and Practices
Parts 34, 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF REPRESENTING THE BUSINESS FAVORABLY

FM-12

4 Human Relations

What Does the Competent Marketing Employee Do?

287-Skill

Skill in representing the business favorably to customers and outside business associates.

Common to
  General Retail Merchandising

Suggested Learning Activities

Have students make a list of all the positive characteristics of their job and of the training station.

SITUATION: A friend has heard that a student's training station is a terrible place to work.

Through a role playing situation, have the student convince the friend that the training station is actually a good place to work.

CASE: A fellow employee is overheard telling a customer they can get better merchandise at a store down the block. How would you handle the situation?

In buzz groups, have students create a list of items that project a bad image of a business to customers. Students can compare their lists and provide solutions to the various problems.

Have the students discuss reasons for presenting their business in a favorable way. What is the outcome of negative behavior toward your business?

References

LAP 30-287

Produce Merchandising
  Assignment 12

Grocery Merchandising
  Assignment 24

Fundamentals of Selling
  Chapter 3, c

Retail Selling
  Chapter 8

Retailing Principles and Practices
  Part 21

Retailing Principles and Practices
  Parts 34, 42, 63
  (7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND FACTORS THAT AFFECT EMPLOYEE MORALE

FM-13

4

Human Relations

What Does the Competent Marketing Employee Do?

262-Knowledge of/or Understanding that

Knowledge of the factors which appear to affect employee morale.

Suggested Learning Activities

Have students define "morale." They should list examples of "high morale" and "low morale" at work, in school, or in some type of situation. They should include what could be done to change a "low morale" situation to a "high morale" situation and the reasoning behind their information.

Have students answer the following questions using selected readings as a resource. What is morale? What is the difference between "high morale" and "low morale?" What kinds of factors or procedures could be done at work to increase employee morale? What kind of factors or procedures lead to "low morale?" Their answers should be turned in to you.

Discuss with students how employee and employer attitude are directly linked to morale in the work setting. Then ask students to list at least five favorable and five unfavorable attitudes at work. Students should also describe what can be done to change the unfavorable attitudes to favorable ones.

Have students role-play the situation demonstrating high vs. low morale at work or in school. Have students suggest how the low morale may be corrected.

References

LAP 33-262

Science Research Associates

Psychology and Human Relations in Marketing
Chapter 7

Modern Supermarket Operations
Chapter 4, 5

Front End Operations

Produce Merchandising
Pages 1-4

Grocery Merchandising
Pages 1-4

Human Relations in Marketing
Chapter 7
(2nd Edition)

Retailing Principles and Practices
Part 51
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF POOR STORE MORALE TO JOB SATISFACTION

FM-14

What Does the Competent Marketing Employee Do?

271-Knowledge of/or Understanding that

Knowledge of the evidence of poor morale—**high employee turnover,** numerous grievences, increased absenteeism and tardiness and restriction of output.

Suggested Learning Activities

Have students identify one employee at work who they think has a "morale" problem, identifying the characteristics they believe lead to this conclusion. Working from the list, the students should prescribe the action they would take as this employee's manager to try and improve the employee's morale? The students should discuss their findings with you.

Have students of similar career interests get into small groups. From selected readings, have students answer the following questions:

1. What is a "job skipper?" Why do people frequently change jobs?
2. What can be done to avoid becoming a "job skipper?"
3. What do you think of employees who are always complaining about their job, fellow employees, or the boss? Is it right to do this at work—why or why not?

Have students read and solve an assigned case from "Your Attitude is Showing."

References

LAP 34-271

Front End Operations

Human Relations in Business
Chapter 3, 4

Psychology and Human Relations in Marketing
Chapter 4

Modern Supermarket Operations

Checker-Cashier
Chapter 8

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Growing on the Job
Unit 2

Human Relations in Marketing
Chapter 4
(2nd Edition)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF EMPLOYEE MORALE AS INFLUENCED BY SUPERVISORS

FM-15

What Does the Competent Marketing Employee Do?

328–Knowledge of/or Understanding that

The knowledge that employee morale is influenced by the supervisor's attitude.

Suggested Learning Activities

Have students define "morale" and "morale problem." Then have them compare their definition with others. After this, the students can list factors that lead to good employee morale. Then the students can rank the factors and compare themselves to the list on a scale from one to ten. Then they can use the exercise for personal improvement.

Have students define "morale" and "morale problem." Go over these definitions with the students and then have them list in two columns why they like to work for a supervisor and why they don't like to work for another. Ask them how they can maintain a good situation and what they could do to improve a poor situation.

Have students work by themselves or in small groups. Use a case problem dealing with morale and have students use the five-step case problem solving method. Discuss the responses individually with each student.

References

LAP 36-328

Psychology and Human Relations in Marketing
Chapter 5, 6, 7

Human Relations in Business
Chapter 3, 4

Produce Merchandising
Pages 1-4

Grocery Merchandising
Pages 1-4

Human Relations in Marketing
Chapter 5, 6, 7
(2nd Edition)

Retailing Principles and Practices
Part 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THAT EMPLOYEE'S MORALE IS MANAGEMENT'S RESPONSIBILITY

What Does the Competent Marketing Employee Do?

311-Attitude

That employee morale is a primary responsibility of management.

Suggested Learning Activities

Have students write a paper outlining and answering the following questions:

(a) What is morale?
(b) What affects morale?
(c) What can be done here they work to improve morale?
(d) What responsibilities management has in maintaining morale.

Paper should be 2-3 pages in length and then turned in for evaluation.

Have students identify at their training station the variety of means which management uses to maintain and improve morale. Items such as promotions, fringe benefits, employee discounts, should be noted. Then compare the lists and add those that the student missed.

Lecture to the students on what management does in order to maintain and improve employee morale. Explain to them what it costs the firm.

References

LAP 37-311

Human Relations in Marketing
  Chapter 7
  (2nd Edition)

Grocery Merchandising
  Pages 1-4

Produce Merchandising
  Pages 1-4

Growing on the Job
  Chapter 2

Starting Your Own Marketing Business
  Chapter 7
  (2nd Edition)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF COMPLYING WITH POLICIES AND PROCEDURES

What Does the Competent Marketing Employee Do?

325-Attitude

The attitude that employees should accept and comply with the policies and procedures of management.

Common to
Wholesaling

Suggested Learning Activities

Have students divide a sheet of paper into three columns. In column one, have students identify either three policies at work or at school which they do not totally agree with. In column two, have students tell why they do not think the policy is fair. In column three, have students objectively explain why the policies were established. Then have students answer the following: "Should these be exceptions to the rule? If so, determine what effect this would have on the other employees at work or the rest of the student body. If not, explain." Students should turn their answers to you.

If students belong to an organization within the school or outside of the school, they can identify rules and regulations for the organization. If possible, the students can secure a copy of the policies. Then have students answer the following: (1) Are there any policies that you do not agree with? Why? (2) Why does your organization have policies? Their findings should be presented to you or to the class.

Give student a case problem where one or more employees are ignoring or not comply-

(Continued on following page.)

References

LAP 44-325

Psychology and Human Relations in Marketing
Chapters 3, 7, 8

Human Relations in Business
Chapter 3

Modern Supermarket Operations

Science Research Associates

Produce Merchandising
Assignment 13

Grocery Merchandising
Assignment 2

Human Relations in Marketing
Chapters 4, 6
(2nd Edition)

Growing on the Job
Unit 2

Retailing Principles and Practices
Part 13
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF COMPLYING WITH POLICIES AND PROCEDURES (CONTINUED)

FM-18

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
325-Continued	ing with a policy and act then the question in column three, acting one above.	

Cluster Instructional Objective: UNDERSTAND THAT HUMAN RELATIONS IS IMPORTANT TO EMPLOYEE PRODUCTIVITY

FM-19

What Does the Competent Marketing Employee Do?

322-Attitude

An awareness that good human relations helps increase production by stimulating interest and creativeness in employees.

Common to
Wholesaling

Suggested Learning Activities

Have students describe a group situation they have experienced where there were poor human relations. Students can describe the effect this situation had on the interest, participation, and contributions made by the group. The same can be done for a good experience in human relations.

Ask a teacher from the social science department who specializes in World War II to speak to the class on how the American people united during the time of war to increase production and to produce at a fantastic rate. Discuss with the class the causes of such an effort and whether or not human relations entered into the situation.

Set up a case problem where students are in charge of a shipping and receiving department or stockroom. Explain to the students that the backroom is not air conditioned and during the summer months there is quite a bit of sickness and absenteeism. Ask students how they would solve the problem of employee morale? Use the case problem solving approach via the 4, 5, or 6 step method.

References

LAP 46-322

Psychology and Human Relations in Marketing
Chapter 1

Retailing Principles and Practices
Part 21

Produce Merchandising
Assignment 13

Grocery Merchandising
Assignment 1,2

Human Relations in Marketing
Chapter 1
(2nd Edition)

Retailing Principles and Practices
Part 18
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF ACHIEVING RESULTS THROUGH EFFECTIVE HUMAN RELATIONS

FM-20

What Does the Competent Marketing Employee Do?

261-Knowledge of/or Understanding that

The knowledge of how to get results through people by practicing effective human relations.

Suggested Learning Activities

Discuss with the students "Human Relations and the Effective Supervisor." After the presentation, have students answer the following questions. This could be done either individually or in small groups.

1. Why is it necessary for a supervisor to practice effective human relations if he cannot get along with people and get employees to cooperate?
2. List at least two human relations skills that a supervisor should possess. Why?
3. List at least two human relations skills that an employee should possess. Why?
4. Are there any human relations skills that are the same for supervisors and employees. Why or why not?

Have students identify a problem that they have at work. Then they can identify several approaches they could use in solving the problem. From the list of approaches, students can select which one they would use and why. Their findings should be discussed with you.

References

LAP 47-261

Psychology and Human Relations in Marketing
Chapter 7, 8

Modern Supermarket Operations
Chapter 5

Human Relations in Business
Chapter 1, 2, 3

Produce Merchandising
Assignment 13

Grocery Merchandising
Assignment 1, 2

Human Relations in Marketing
Chapter 7, 8
(2nd edition)

Retailing Principles and Practices
Part 51
(7th edition, 1980
tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF COMMUNICATION AND MOTIVATION TO EFFECTIVE HUMAN RELATIONS

FM-21

4 Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
331-Attitude An awareness that motivation is closely connected with communication. Common to **Wholesaling**	Ask students to respond to the following question: "Do you ever feel glad to be working or happy at what you are doing at work? Why?" Once they have answered the question, repeat it three times. Each time you repeat the question, use a different tone of voice. First, yell when asking the question. Second, ask in a threatening but low voice. Third, ask in a positive way. Have students record their reactions to how you ask the question by using an evaluation checksheet. Then discuss how they completed the checksheet and last, explore their answer the very first time the question was asked. Acquire three employee memorandums; one should talk down to the employee, another should patronize them, and third should show them respect as being part of the organization. Make a transparency of each. Have students try to pick out the "feeling" of each memorandum. Then discuss motivation and communication with the students. Stage a confrontation between the principal and teacher in front of the class. Then have students critique the methods and effect on the teacher's motivation.	LAP 48-331 Human Relations in Business Chapter 6 Communications in Marketing Chapters 1, 7 Retailing Principles and Practices Parts 38, 39, 56 Produce Merchandising Assignment 13 Grocery Merchandising Assignments 1, 2 Human Relations in Marketing Chapters 4, 6 (2nd Edition) Communication in Marketing Chapters 1, 8 (2nd Edition) Communication at Work Chapters 1, 3, 4

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF WORKING TOWARD MUTUALLY BENEFICIAL OBJECTIVES

FM-22

4 Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
273-Knowledge of/or Understanding that Supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.	Lecture on what the purpose of a business is: to make a profit. Then explain the principal of private enterprise and how businesses compete with each other. After this, then determine from the students what part they play in businesses achieving that goal. Also explain about how profit is tied to survival and survival to jobs. Have students identify what they believe are objectives of where they work or of business in general. Prior to this, you should secure from businesses some examples of mutual beneficial objectives. Compare the list and discuss why everyone should all work toward the common goal.	LAP 49-273 Human Relations in Marketing Chapter 4 (2nd Edition) Retail Principles and Practices Part 39 Starting Your Own Marketing Business Chapter 7 (2nd Edition)

Cluster Instructional Objective: UNDERSTAND HOW TO MOTIVATE OTHERS FM-23

4 Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
270-Knowledge of/or Understanding that The knowledge of how to motivate others for best performance.	Have students discuss the relationship between employee motivation and employee perceptions toward work. Students can give examples from personal experiences to illustrate this relationship. Have students brainstorm on how employers try to motivate employees to work better. Students should develop a list of at least ten ways employers develop motivation.	LAP 50-270 Fundamentals of Selling Chapter 15 Retailing Principles and Practices Part 57

Cluster Instructional Objective: COMPREHEND THE EFFECT OF EFFECTIVE AND ITS APPLICATION TO HUMAN RELATIONS

What Does the Competent Marketing Employee Do?

314-Attitude

To value the belief that leadership concentrates on effective relationships with others, but is oriented towards making progress and achieving results.

Common to
  Wholesaling

Suggested Learning Activities

Have students break into small groups. The group can discuss at least ten characteristics which DECA officers should have. Someone from the group should record the 10 characteristics and why the group feels each characteristic is necessary in achieving effective relationships with others. Then the group can share their results with other members of the class.

Have students get into groups to discuss the meaning of "effective relationships with others." Each group should elect one member to act as a spokesperson. Then each spokesperson can form a panel to present to the class the group's findings.

Discuss the five leadership styles and have the students do the T-P questionnaire and then plot the results on the grid. Discuss the results. *Questionnaire and Instructions found in the "Human Relations Games" Book 1.

References

LAP 51-314

Retailing Principles and Practices
  Part 57

Human Relations in Business
  Chapter 4

Grocery Merchandising
  Pages 1-4

Produce Merchandising
  Pages 1-4

**Retailing Principles and Practices
  Part 32
  (7th edition, 1981 tentative)**

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF STANDARDS IN INTERVIEWING AND SELECTING NEW EMPLOYEES.

FM-25

What Does the Competent Marketing Employee Do?

297-Skill

Skill in determining which applicants shall be employed in order to best carry out business objectives.

Suggested Learning Activities

Have the students briefly write a job description for a bagger or checker-cashier in a supermarket. From the job description, have students list features that they would look for if they were interviewing prospective employees. Stress to the students to keep in mind the "business objectives" when developing their list. Place students of similar career objectives into small groups. Have students compare lists and discuss the similarities and differences.

Have students interview training station sponsors or supervisors to identify at least five traits (features) that the supervisor looks for in prospective employees. The traits should be ones that tie in with the business objectives. The students should ask the supervisors to rank the traits and give a brief explanation why these traits are important. Have the students turn the list in to you or discuss the results with you.

References

LAP 54-297

Modern Supermarket Operation
Chapter 5

Psychology and Human Relations in Marketing
Chapter 3

Retail Selling
Chapter 4
Pages 11, 12

Fundamentals of Selling
Chapter 15, b

Retail Merchandising
Page 171

Grocery Merchandising
Pages 1-7

Produce Merchandising
Assignment 13

Human Relations in Marketing
Chapter 3
(2nd Edition)

Cluster Instructional Objective: COMPREHEND THAT ACHIEVING RESULTS THROUGH OTHERS IS A FUNCTION OF GOOD SUPERVISION FM-26

What Does the Competent Marketing Employee Do?

315-Attitude

An attitude that the effective supervisor must be a leader whose job is to achieve results.

Suggested Learning Activities

From personal experiences either at work or in a personal relationship, have students list the characteristics they like in a leader or supervisor. Students should discuss how these characteristics allow people to achieve results in whatever they are doing. The student's findings should be discussed with you.

Have students write their reaction to the following case problem:

Bill Johnson, a grocery manager, has a **philosophy** that it is his future first, the store second, and the employee third. He has a reputation of hiring and firing employees who do not do exactly what he tells them. What is wrong with Bill's philosophy? What do employees usually look for in an effective supervisor? What do you look for in an effective supervisor?

In small groups, have students discuss the topic "One Way to Achieve Successful Results is Working With and Through People." Have the group list the key points of the discussion and turn the report in to you.

References

LAP 52-315

Modern Supermarket Operations

Science Research Associates

Retailing Principles and Practices
  Part 57

Psychology and Human Relations in Marketing
  Chapter 7

Human Relations in Business
  Chapter 4

Grocery Merchandising
  Pages 1-4

Produce Merchandising
  Pages 1-4

Human Relations in Marketing
  Chapter 4, 7
  (2nd edition)

Retailing Principles and Practices
  Parts 32, 52
  (7th editio[illegible] 1981
  tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF SELECTING GOOD NEW EMPLOYEES

FM-27

What Does the Competent Marketing Employee Do?

290-Skill

Skill in selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.

Common to
General Retail Merchandising

Suggested Learning Activities

From selected readings, have students determine just what a supervisor's responsibilities are. After completing the list, students can check the results with the supervisor at their training station or a local store. Students should make additions and draw a line through deletions so the original list reflects these changes. Their results should be turned in to you.

Have students determine what criteria is used in hiring of new employees at their training stations. Then students should try to imagine themselves in charge of hiring new employees and identify what they would expect of a new employee and why. Students could either discuss the results with you or role play the situation.

References

LAP 55-290

Retailing Principles and Practices
Part 56, 57

Psychology and Human Relations in Marketing
Chapter 5

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Human Relations in Business
Chapter 6

Retailing Principles and Practices
Part 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THAT SUPERVISORY TRAINING INCREASES UNDERSTANDING

FM-29

4

Human Relations

What Does the Competent Marketing Employee Do?

330-Attitude

A recognition that training contributes to an understanding by supervisors the importance of personnel management and the other managerial functions which they must perform.

Common to
  Wholesaling

Suggested Learning Activities

Have students interview either a local manager or their training supervisor to find out what type of management training programs the company has for potential managers as well as upgrading present managers. Have students make a brief report and turn it in to you.

From selected readings, have students identify the four major functions of a manager. The students should be sure to react to the following questions: "At the first supervisory level, what do you think is the most important function of managers? Why?" "What type of programs or activities should the company offer to managers or potential managers in helping them improve their skills?" Their responses should be turned in to you.

Have students identify the four major functions of a manager. For each function, have students list two skills necessary in order to perform the function. Of the four functions, have students identify what they consider to be the most important for the first supervisory level and why.

References

LAP 56-330

Modern Supermarket Operations
  Chapter 5

Retailing Principles and Practices
  Part 57

Front End Operations

Business in Marketing
  Chapters 3. 4

Growing on the Job
  Unit 1

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HELPING NEW EMPLOYEES

FM-29

What Does the Competent Marketing Employee Do?

275-Knowledge of/or Understanding that

The knowledge that a supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students interview a supervisor to find out how new employees are helped in adjusting to their jobs, how specific instructions (training) is provided for different jobs, and what method is employed to acquaint new employees with other employees with whom they will be working.

Have students assume they are the supervisor in charge of training new employees. The students can compile a list of responsibilities they feel a supervisor should handle when training new employees and see that the new employees become acquainted with fellow employees.

Have students write a letter to three national firms (such as Sears or Penneys) to find out the kind of training programs each provides for new employees, or have them visit with local stores' personnel managers to discuss the procedure.

References

LAP 57-275

Fundamentals of Selling
Chapter 15, b

Retail Merchandising
Chapter 5, e

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Parts 32, 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF HAVING TRAINING PROCEDURES FOR NEW EMPLOYEES

4 Human Relations

What Does the Competent Marketing Employee Do?

293-Skill

In training employees and following up on the effectiveness of training.

Suggested Learning Activities

Have a personnel manager or the person in charge of training guest lecture to the students on just what is involved in training employees such as time, effort, and expense.

Have students interview the person in charge of training at a business to determine how that firm trains employees and follows up the training to see how effective it is. Have students report back on their findings.

References

LAP 59-293

Human Relations in Marketing
Chapter 4, 6, 7
(2nd edition)

Starting Your Own Marketing Business
Chapter 7
(2nd edition)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF REWARDING EMPLOYEE CREATIVITY

FM-31

What Does the Competent Marketing Employee Do?

324-Attitude

An awareness that creativity among store personnel should be rewarded.

Suggested Learning Activities

Have students interview at least three working adults. The purpose of the interview is to learn of different actions at work which have produced a reward (the reward could simply be special recognition). Discuss with the student each situation so the student can decide if the reward was suitable for the behavior involved. Have the student write the actions and rewards on the chalkboard under the heading "Creativity at Work Pays."

Have students conduct a research study to find out how 3 large companies, such as Jewel, reward their employees for creativity on the job. The students can report their findings to the class in an oral report.

Set up a reward system with the classroom using a suggestion box for ideas on how to improve the classroom.

References

LAP 62-324

Retailing Principles and Practices
Part 21

Psychology and Human Relations in Marketing
Chapter 3

Produce Merchandising
Pages 1-4

Grocery Merchandising
Pages 1-4

Human Relations in Marketing
Chapter 3
(2nd edition)

Retailing Principles and Practices
Parts 51, 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF UTILIZING EMPLOYEE'S IDEAS

FM-32

4

Human Relations

What Does the Competent Marketing Employee Do?

327-Attitude

The attitude that employees' ideas often prove beneficial when incorporated into business operations.

Suggested Learning Activities

Select a case problem where the students can act as consultants (i.e., analyze the work flow of one task and suggest improvements). Students should use the five step case problem solving approach. Have students work as two or three person teams. After a period of time, debrief them.

Illustrate to the students examples of different types of employee suggestion systems and some examples of the success and/or failures of these systems. Explain to the students why a suggestion system cannot be used as a token gesture. Have students react and explain the system where they work.

Have students find out what type of employee suggestion system is in operation at their training station. Have them prepare a short report either oral or written, explaining the system.

Have students list several techniques a good supervisor uses when dealing with morale problems.

References

LAP 64-327

Human Relations in Business
  Chapter 3, 4

Psychology and Human Relations in Marketing
  Chapter 7, 8

Produce Merchandising
  Pages 1-4
  Assignment 13

Grocery Merchandising
  Pages 1-4
  Assignment 2

Human Relations in Marketing
  Chapter 7, 8
  (2nd edition)

Retailing Principles and Practices
  Part 32
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF RECOGNIZING EMPLOYEE ACCOMPLISHMENTS

FM-33

4

Human Relations

What Does the Competent Marketing Employee Do?

265-Knowledge of/or Understanding
that

The knowledge of how to recognize the accomplishments of others.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students secure several copies of the school newspaper or community newspaper and identify 10 articles that illustrate individuals being recognized for some type of accomplishment. Then students can select two of those individuals and interview them on how it felt to be recognized in the school paper. The two people interviewed should be the ones that have different backgrounds. The students should summarize the interview and turn it in to you. This could be further extended through the use of local trade publications within that specific trade area.

Have students form into small groups and brainstorm on "how can you, as students, recognize the accomplishment of others either at school or at work." The group should compile a list of ideas, review the list to identify which ones would really work, and then discuss the final list with you explaining the merits of each idea.

Have students identify how their employer or training sponsor recognizes the student's accomplishments. Also have the student explain what type of feeling is created when recognition is received. If their employer or training sponsor doesn't recognize accomplishments of others, have students explain what kind of atmosphere this creates.

References

LAP 63-265

Psychology and Human Relation
in Marketing
Chapter 6

Retailing Principles and
Practices
Part 57

Modern Supermarket Operations

Produce Merchandising
Pages 1-4

Grocery Merchandising
Pages 1-4

Retailing Principles and
Practices
Parts 34, 51, 52
(7th edition, 1981
tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF USING EMPLOYEE TALENTS AND ATTRIBUTES

FM-34

4

Human Relations

What Does the Competent Marketing Employee Do?

300-Skill

Ability to capitalize on the talents and attributes of employees both to their benefit and that of the business'.

Suggested Learning Activities

Have students make a list of all employees in their department or store. Beside each person's name have the students list at least one, preferably more, attribute or talent that person possesses. Students should also briefly explain how they would see that person's talent in a business situation.

Have students do the following case problem.

"Stacy's" is an exclusive retail dress shop for women. It is located on the mall of a new shopping center on the outskirts of a large city. There are 3 full-time salespeople. The talents and attributes of each are listed below. If you were the manager of this shop, how would you capitalize on the talents and attributes of each salesperson?

A. Jennifer Jollivet: Extremely attactive and well groomed; has the appearance of a fashion model; poised and graceful manner; is active in the community and is a member of several civic and social organizations.

B. Joan Hartsell: Is an interested and enthusiastic D.E. student at Central High School; is a music enthusiast (buff); collects musical rec[illegible]ings of all kinds; has a beautiful singing voice.

References

LAP 66-300

Fundamentals of Selling
  Chapter 15

Psychology and Human Relations in Marketing
  Chapter 7

Produce Merchandising
  Pages 1-4

Grocery Merchandising
  Pages 1-4

Human Relations in Marketing
  Chapter 7
  (2nd edition)

Retailing Principles and Practices
  Part 52
  (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF USING EMPLOYEE TALENTS AND ATTRIBUTES

FM-35

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
300-Continued	C. Ruth Pearce: Extremely careful in attending to details; seldom makes errors of any kind; enjoys working with details and figures; is a former high school English teacher.	

Cluster Instructional Objective: COMPREHEND THE NEED FOR TRAINING ASSISTANT MANAGERS.

FM-36

What Does the Competent Marketing Employee Do?

332-Attitude

The attitude that time spent training assistant managers (potential store managers) is worthwhile to the future of the business.

Suggested Learning Activities

Have students visit with their training sponsor or with the local supermarket manager to see what type of activities are available at work for training assistant managers. The students should also find out how assistant managers are selected and what type of training program a new manager would have to go through.

Have students write a short report on why or why not they think the time spent training assistant managers is a valuable investment. Have students discuss the paper with you.

Have students break into small groups with other students of similar career interests. The group can discuss the various management training programs the training stations offer. The group should also decide whether or not such a training program is a worthwhile venture to the future of the business.

References

LAP 67-332

Modern Supermarket Operations

Psychology and Human Relations in Marketing
Chapter 7

Human Relations in Business
Chapter 4

Produce Merchandising
Pages 1-4

Grocery Merchandising
Pages 1-4

Human Relations in Marketing
Chapter 7
(2nd edition)

Retailing Principles and Practices
Part 33
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO IDENTIFY BUSINESSES SOURCES OF INCOME FM-1

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

1001-Knowledge of/or Understanding that

An employee should be able to identify some of the sources of income a business may have. (Income and Spending)

Common to
Wholesaling

Suggested Learning Activities

From selected readings have students identify all possible sources of income a supermarket might have. Then have students take their list to a local supermarket or their training station and compare that list to what the manager tells them.

Have students make any corrections to the list and discuss their findings with you.

Present the filmstrip "Wages in a Market Economy." Then have students write a compare reaction paper on the filmstrip.

References

1001

The Economics of Marketing
Chapter 2

Retailing Principles and Practices
Part 46

Retail Merchandising
Chapter 17

Merchandising Mathematics
Part V

The American Economy
Series #5
National Association of Manufacturers

Cluster Instructional Objective: ABILITY TO IDENTIFY EMPLOYER'S COMPETITORS

FM-2

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

1002-Knowledge of/or Understanding that

Knowledge of their employers competitors.

Common to
General Retail Merchandising

Suggested Learning Activities

From the student's training station viewpoint, have students identify (a) their competitor (b) why they are the competitors (c) what can be done to maintain their market share or increase the market share.

Have students interview their training sponsor or a local store manager. They should find out 1) who the store's competitors are and 2) why. Have them report their findings to you.

Discuss with the class the value of competition to a business. Have the students suggest how knowing their competition will help on the job.

References

Fundamentals of Selling
Page 12

Retailing Principles and Practices
Part 6
Page 552

Retail Merchandising
Chapter 1, a
Pages 81, 320

Retail Selling
Chapter 2
Page 391

Cluster Instructional Objective: ABILITY TO DEMONSTRATE CALCULATIONS OF INVENTORY

FM-3

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1003-Skill Skill in calculating inventory. (Economic Problems)	Have students find out from their training sponsors how to calculate inventory at their training stations. Compare how many training stations calculate it in the same and different manner through class discussion. Have students prepare a written report or demonstrate on how inventory is calculated at their training stations.	1003 Retailing Principles and Practices Part 49 Fundamentals of Selling Page 393 Retail Merchandising Chapter 17 Retail Selling Chapter 15 Modern Supermarket Operation Assignments 27, 28 Front End Operations Page 1 Mathematics in Marketing Chapter 5 (2nd Edition) Starting Your Own Marketing Business Chapter 5 (2nd Edition)

Cluster Instructional Objective: ABILITY TO DEMONSTRATE CALCULATIONS OF INVENTORY
(continued)

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1003-Skill		1003 (continued) **Retailing Principles and Practices** **Parts 18, 58, 66, 67 (7th edition, 1981 tentative)**

Cluster Instructional Objective: ABILITY TO COMPREHEND HOW BUSINESSES ARRIVE AT PROFIT FM-4

Marketing/Economics 5

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1005-Skill Skill in calculating profit or loss in a business. (Capital and Investment)	Give students various problems in which they are required to calculate the profit or loss for a business. Obtain examples of income statements of companies with which students are familiar. Ask them to calculate the profit or loss for the company and then show them the actual income statement using a transparency.	1005 Front End Operations Assignment 10 Page 1 Modern Supermarket Operation Assignment 21 Buying and Pricing Chapter 5 Fundamentals of Selling Page 12 Retail Merchandising Chapter 17 Retailing Principles and Practices Part 48 Starting Your Own Marketing Business Chapter 5 (2nd Edition)

Marketing/Economics 5

Cluster Instructional Objective: COMPREHEND THE EFFECT OF COMPETITION IN THE AMERICAN PRIVATE ENTERPRISE SYSTEM

FM-5

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1007-Knowledge of/or Understanding that Knowledge of how to analyze the struggle among sellers for the customer's money.	Using volume 1, Fundamentals of Marketing, transparency set, prepare a lecture on the concept of competition. Divide the class into small groups to form business enterprises engaged in the same business. One group of students should act as customers. The business enterprise groups should list on the blackboard strategies they would use to attract customers. Once strategies have been placed on the blackboard, customers must then decide which business they would patronize. The process is then repeated to meet the demands of competition.	1007 Retail Merchandising Chapter 1 Marketing in Action Chapter 7 Marketing Principles Volume 1 Oklahoma Distributive Education 1 Unit 1

Cluster Instructional Objective: ABILITY TO IDENTIFY THE EFFECTS LABOR UNIONS HAVE ON BUSINESS

FM-6

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1666-Knowledge of/or Understanding that Knowledge of how to identify the effect labor unions have on a business organization. (Labor)	Invite a representative from a labor union to speak on the effect labor unions have on a business organization. Have students conduct a debate on whether labor unions are beneficial to a business organization.	1666 Retailing Principles and Practices Page 191 Retail Selling Page 99 Retail Merchandising Chapter 18, 6 Marketing and Distribution Page 535 Growing on The Job Unit 2

Cluster Instructional Objective: UNDERSTAND THE RISK POSSIBILITIES THAT BUSINESSES ARE EXPOSED TO

FM-7

5 Marketing/Economics

What Does the Competent Marketing Employee Do?

1609-Knowledge of/or Understanding that

Understand the possibilities of loss that businesses are exposed to.

Common to
Wholesaling

Suggested Learning Activities

Discuss with the students the nature of our economic system dealing in goods and/or services, how it works, what affects it, and what the future projections are.

Have each student identify their projected career choice. Then draw the similarities of choices as they apply to the opportunities in distributive occupations.

List a number of occupations and then ask students if they are distributive occupations. Then ask why. Have some common ones and some that don't look like distributive occupations.

References

Warehousing
Assignment 19

Wholesaling
Page 7

Retail Selling
Chapter 16

Retail Merchandising
Chapter 6, 4
Chapter 17, 4

Retailing Principles and Practices
Part 15

Modern Supermarket Operation
Page 123

Cluster Instructional Objective: ABILITY TO IDENTIFY OCCUPATIONS ENGAGED IN MARKETING OF GOODS AND SERVICES

FM-8

Marketing/Economics 5

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1010-Knowledge of/or Understanding that Knowledge of how to identify those occupations engaged in marketing of goods and services. (Distributive Occupations and Opportunities)	Show the filmstrip "Marketing Careers." Then brainstorm a list of occupations which fall with the distribution of goods and services. Show the filmstrips "Distribution Centers: Opportunities in Themselves" and "Sales Promotion: Spreading the Word." Discuss the key points.	1010 Careers in Focus Audio-Visuals for a Pre-Employment Curriculum Exploring Marketing Occupations Oklahoma Distributive Education II Unit 2 Careers in Marketing (2nd Edition) Your Career in Marketing (2nd Edition) Oklahoma Distributive Education II Unit 2 Retailing Principles and Practices Parts 6, 18, 37, 67 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF THE PERSONNEL ORGANIZATION

FM-1

6

Management

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
759-Attitude Attitude that lines of authority should be followed so that a department head or supervisor's position may not be weakened by management dealing directly with employers on matters that are logically in the supervisor's domain.	Have students draw an organizational chart for their training stations. The students should identify lines of authority. Once everyone has an organizational chart, have a class discussion on why lines of authority should be followed. Devise a case problem where an employee bypasses the department head to register a complaint. Have students discuss the problems which could be encountered as a result of this action.	LAP 1-759 Retail Merchandising Chapter 5, e Retail Principles and Practices Part 57 Fundamentals of Selling Chapter 7, e Psychology and Human Relations in Marketing Chapters 3, 7 Human Relations in Marketing Chapters 4, 6 (2nd Edition)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF POLICY MAKING IN MARKETING AND DISTRIBUTION

FM-2

6

Management

What Does the Competent Marketing Employee Do?

749-Attitude

Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

743-Attitude
741-Attitude

Suggested Learning Activities

Have students conduct a panel discussion on why policies and procedures are necessary for employees, supervisors, and management.

Contrive a case problem about a situation where there is no policy (i.e., how often employees should work weekends). In the case, have one employee refuse to work one weekend because he/she has worked the past several weekends while another employee has never worked on the weekends. Have students determine how the supervisor should handle the situation since there is no policy to guide the decision. Also, ask students to elaborate on the importance of employee policies.

Have students develop a set of policies that would apply to the above situation. Discuss the policies and how manageable the policies would be.

References

LAP 3-749

Salesmanship Fundamentals
Chapter 22

Basic Retailing and Distribution
Unit 41

Retailing Principles and Practices
Part 4

Retail Merchandising
Chapter 5

Grocery Merchandising
Pages 1-4

Retailing Principles and Practices
Part 13, 32
(7th Edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF POLICY MAKING IN MARKETING AND DISTRIBUTION

FM-3

6

Management

What Does the Competent Marketing Employee Do?

743-Attitude

An attitude or belief that employees should have a part in planning those things which affect their working conditions.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

749-Attitude
741-Attitude

Suggested Learning Activities

Have the students interview employees of various stores to determine how they are involved in planning those things affecting working conditions.

Discuss unions and their role. In small groups, have students brainstorm the things an employer should provide for good working conditions to exist.

References

LAP 3-743

Retail Principles and Practices
Part 20

Growing on the Job
Chapter 4, 5

Cluster Instructional Objective:

ABILITY TO UNDERSTAND JOB CLASSIFICATIONS AND STANDARDS OF PERFORMANCES IN PERSONNEL RECRUITMENT, TRAINING, AND EVALUATION

FM-4

What Does the Competent Marketing Employee Do?

778-Attitude

Attitude that wage schedules and job classifications should be followed closely for best personnel management and for adherence to union contracts.

OTHER CLUSTER COMPETENCIES

769-Attitude

Suggested Learning Activities

Have the students obtain wage schedules from their training supervisor or sponsor. Students could also contact the local union for this information. Then lecture/discuss with the students why wage schedules are formed, how management perceives wage schedules, and how unions perceive wage schedules. Tie this discussion in with how job classifications are (or should be) directly linked to wage schedules.

Have a guest speaker either from personnel or a local union speak to the students on the importance of wage schedules and job classification and why wage schedules should be followed closely for all concerned.

References

LAP 4-778

Modern Supermarket Operations
  Chapter 5

Retailing Principles and Practices
  Parts 3, 20

Retail Merchandising
  Chapter 5, e

Psychology and Human Relations in Marketing
  Chapters 5, 8

Growing on the Job
  Chapter 4

Human Relations in Marketing
  Chapters 5, 8

Retailing Principles and Practices
  Parts 6, 32, 33
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND JOB CLASSIFICATIONS AND STANDARDS OF PERFORMANCES IN PERSONNEL RECRUITMENT, TRAINING, AND EVALUATION

FM-5

What Does the Competent Marketing Employee Do?

769-Attitude

Attitude that in gauging the efficiency of the staff, it is best to establish standards of performance for employees performing various job duties.

OTHER CLUSTER COMPETENCIES

778-Attitude

Suggested Learning Activities

Have students secure the names of two business representatives and two labor representatives in the area. The student should interview each representative to find out if they feel wage schedules and job classifications should be followed closely. The students should also find out "why" the representatives feel the way they do. Students should summarize their findings and submit the summary to you.

Invite a representative from the United States Civil Service Commission to speak to the class on standards of performance and job classifications for government positions. The speaker should also cover how the standards and the pay scales are determined.

References

LAP 4-769

Grocery Merchandising
  Assignment 2

Produce Merchandising
  Assignment 13

Fundamentals of Selling
  Chapter 15, d

Retailing Principles and Practices
  Part 3

Retail Merchandising
  Chapter 5, e

Retailing Principles and Practices
  Part 51, 52
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE NECESSITY OF KEEPING EMPLOYEES INFORMED OF PROMOTIONAL OPPORTUNITIES

FM-6

What Does the Competent Marketing Employee Do?

611-Knowledge of/or Understanding that

Knowledge and understanding of how to use the store's policies for making decisions on hiring, promoting, or dismissing employees.

OTHER CLUSTER COMPETENCIES

765-Attitude

Suggested Learning Activities

Have students interview two personnel managers in the food marketing area concerning personnel policies. If possible, the students should obtain copies of the policies. After the interview, the students can develop a "Personnel Policy Checklist." Examples are: qualifications, hiring of relatives, former employees, etc. The student's list should be submitted to you.

Have students form into small groups. The group can forumulate policies for making decisions on hiring, promoting, or dismissing employees. The policies should be submitted to you for review.

Have students form into small groups to formulate policies for making decisions on hiring, promoting, or dismissing employees. Then the group could interview two or three other students. The group can then decide, based on the policies, which applicant they would hire. In presenting their decision to you, the group should be able to refer to their policies for support.

References

LAP 7-611

Fundamentals of Selling
Chapter 15, d

Retailing Principles and Practices
Parts 3, 39

Retail Merchandising
Chapter 5, e

Psychology and Human Relations in Marketing
Chapters 3-8

Human Relations in Marketing
Chapters 3-8

Starting Your Own Marketing Business
Chapter 7
(2nd edition)

Retailing Principles and Practices
Part 51
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE NECESSITY OF KEEPING EMPLOYEES INFORMED OF PROMOTIONAL OPPORTUNITIES

Management 9

What Does the Competent Marketing Employee Do?

765-Attitude

Attitude that managment must be continuously aware of promotional and transferal possibilities among store personnel insuccessfully filling job vacancies.

OTHER CLUSTER COMPETENCIES

611-Knowledge of/or Understanding that

Suggested Learning Activities

Have students of the same career interest get together to determine personnel situations regarding transfers and promotions that have occurred recently at their respective training stations. Then individually each student should analyze the discussion and identify the effect each situation had on the company and the individuals involved. The students can also indicate other possible solutions to the situation and the effect they feel each of these solutions would have on the company and the individuals involved. The students' summary (analysis) should be submitted to you.

Have students identify union policies regarding promotions and transfers at their training station or a local business. Then students should write a short report on these policies.

Have students determine who is responsible at their training station for promotion. Then students should visit with that person and find out the criteria necessary for promotion from the students' present position to the next two positions.

References

LAP 7-765

Warehousing
Chapter 1

Communications in Marketing
Chapter 7

Modern Supermarket Operations
Chapter 5

Produce Merchandising
Assignment 13

Grocery Merchandising
Assignment 2

Psychology and Human Relations in Marketing
Chapter 7

Starting Your Own Marketing Business
Chapter 7
(2nd edition)

Human Relations in Marketing
Chapter 7
(2nd edition)

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Cluster Instructional Objective: ABILITY TO RELATE NECESSITY OF KEEPING EMPLOYEES INFORMED OF PROMOTIONAL OPPORTUNITIES (continued)

FM-7

6

Management

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
765-continued		Retailing Principles and Practices Part 51 (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES

FM-8

What Does the Competent Marketing Employee Do?

745-Attitude

Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

Common to
    General Retail Merchandising

OTHER CLUSTER COMPETENCIES

746-Attitude
748-Attitude

Suggested Learning Activities

Have students develop a checklist for the retail industry to be used when training a new employee. This checklist should include the specific information an employee needs to receive on the first day as well as the information that could wait until some other time (the second day, the next week, etc.).

Have students list the steps they went through in their induction at their training station. The students should also list items they did not receive but which they wish they had received. The students should submit their list to you.

Have students secure information from their training station concerning additional training that is available to an employee. The student should look into training related specifically to ones present position and the training that will help an employee with promotions. Their report should be submitted to you.

References

LAP 8-745

Retail Merchandising
    Chapter 5, e

Psychology and Human Relations in Marketing
    Chapters 1, 2, 3, 7

Retailing Principles and Practices
    Parts 21, 39, 57

Front End Operations
    Assignments 1, 4, 13

Modern Supermarket Operatic
    Chapters 4, 5, 23

Produce Merchandising
    Assignment 13

Grocery Merchandising
    Assignment 2

Human Relations in Marketir
    Chapter 1, 3, 4, 7
    (2nd Edition)

(continued on next page)

What Does the Competent Marketing Employee Do?

745-Continued

Suggested Learning Activities

References

Retailing Principles and Practices
Part 53
(7th edition, 1981
tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES

FM-9

What Does the Competent Marketing Employee Do?

748-Attitude

Attitude that it is management's responsibility for providing job knowledge and incentive through training.

Common to
   Food Marketing

OTHER CLUSTER COMPETENCIES

746-Attitude
768-Attitude

Suggested Learning Activities

Have the students research through classroom resource material and how businesses should provide training job knowledge and incentive through training. Have the students submit their reports to you.

Discuss with the students that type of incentives their training station has for additional training which would provide additional job knowledge. (Example might be: attending a trade fair that shows new lines of merchandise or seasonal items). If students are unaware of training programs, have them ask their training sponsor.

References

LAP 8-748

Modern Supermarket Operation
   Chapters 5, 23

Front End Operations
   Assignments 1, 2, 10, 11,
   13

Psychology and Human Relations in Marketing
   Chapter 7

Retail Merchandising
   Chapter 5, e

Retailing Principles and Practices
   Parts 3, 21, 37, 38, 39
   57

Produce Merchandising
   Assignments 13, 14

Grocery Merchandising
   Assignment 2

Human Relations in Marketing
   Chapter 7
   (2nd Edition)

(continued on next page)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES (continued)

What Does the Competent Marketing Employee Do?

748-Continued

Suggested Learning Activities

References

Retailing Principles and Practices
Part 53
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES

FM-10

6

Management

What Does the Competent Marketing Employee Do?

746-Attitude

That salespeople must be continuously informed of new merchandise, new styles, and merchandising trends through individual or group training.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

768-Attitude
748-Attitude

Suggested Learning Activities

Have students prepare a research paper entitled, "The Importance of Merchandise Information." The students should include the importance of merchandise knowledge, where to find it, and how management can impart it. Their paper should be submitted to you.

Have students interview store employees about their knowledge of new merchandise. The students should make either an oral or written report.

Small Group:
Have each student bring in a product and prepare a brief oral presentation to the group on what they should know about this product and where to find this information.

References

LAP 8-746

Retail Merchandising
Chapter 9, d

Retailing Principles and Practices
Pages 130-131
Part 39

Basic Retailing and Distribution
Unit 23

Psychology and Human Relations in Marketing
Pages 104-105

Basic Salesmanship
Chapter 4

Basic Selling
Chapter 4
(2nd Edition)

Retailing Principles and Practices
Part 53, 66
(7th Edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF JOB ORIENTATION AND TRAINING PROCESS TO EMPLOYEE SATISFACTION

FM-11

What Does the Competent Marketing Employee Do?

691-Skill

Ability to make job orientation for new employees friendly, skillful, and adequate.

OTHER CLUSTER COMPETENCIES

606-Knowledge of/or Understanding that

Suggested Learning Activities

Have students do the following case problem:

You are a new employee at a supermarket. You know only the store manager and no on else. You have been hired to be a grocery clerk because you had experience in the food marketing industry before this job. You have been assigned to the assistant grocery manager, a person who has been there for five years. The first remarks to you are "Go front the isles and then report back to me for further instructions." What would you do to make a new employee feel welcomed instead of what the assistant grocery manager did.

Have students list what they liked about the new job orientation when they first began to work in the food marketing industry or what they didn't like. Discuss the findings and then come up with a program for orientation for new employees.

References

LAP 9-691

Starting your Own Marketing Business
Chapter 7
(2nd edition)

Retailing Principles and Practices
Part 57

Communications in Marketing
Chapter 8
(2nd edition)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF JOB ORIENTATION AND TRAINING PROCESS TO EMPLOYEE SATISFACTION

FM-12

What Does the Competent Marketing Employee Do?

606-Knowledge of/or Understanding that

Knowledge and understanding of the ways to make job orientation for new employees friendly, skillful, and adequate.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students think about the job orientation they received at their current training station. Students should jot down notes on the methods used for orientation. Then students should have their training sponsor or the personnel training director explain the techniques currently being used when orienting new employees. Students should make brief notes of the major points presented. Then students can write a brief summary of the techniques used when orienting personnel based on the students' experience and their visit with the training sponsor or personnel training director. This activity could be expanded by having students visiting employees to determine how they feel about the orientation process. Then the employees' opinions could also be included in the report. If you add the employee visits, the students should be encouraged to seek positive comments as well as negative ones.

Have students make a notebook of the procedures they would follow if given the responsibility of training a new employee. The students should include points on how they would make employees feel more comfortable on-the-job and during breaks.

References

LAP 9-606

Wholesale Management
Assignment 14

Modern Supermarket Operation
Chapters 5, 23

Produce Merchandising
Assignment 13

Grocery Merchandising
Assignment 2

Fundamentals of Selling
Chapter 7, e

Retail Merchandising
Chapter 5, e

Growing on the Job
Unit 1

Retailing Principles and Practices
Part 32
(7th edition, 1981 tentative)

6 Management

Cluster Instructional Objective: ABILITY TO RELATE GOOD STORE OPERATIONS TO THE PROPER TRAINING OF EMPLOYEES

FM-13

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
607-Knowledge of/or Understanding that	Divide the class into small groups and assign each group a training method to research. Then have each group conduct a mini-workshop explaining how to use that training method.	LAP 10-607
Knowledge and understanding of the methods of training which can be used such as telling, showing, demonstrating, and dramatizing.	Invite someone whose speciality is training employees to speak to the class about the training methods employed by businesses.	Retail Merchandising Chapter 9, d
		Retailing Principles and Practices Part 39
		Fundamentals of Selling Page 231
		Psychology and Human Relations in Marketing Pages 104-105
		Front End Operations Assignments 1, 4, 13
		Modern Supermarket Operations Chapters 4, 5, 23
		Retailing Principles and Practices Part 53 (7th edition, 1980 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF HAVING EMPLOYEE EVALUATIONS

FM-14

What Does the Competent Marketing Employee Do?

610-Knowledge of/or Understanding that

Knowledge and understanding of the store's procedure for evaluating employees.

OTHER CLUSTER COMPETENCIES

729-Skill

Suggested Learning Activities

Have the students interview the person in charge of personnel at their training station. Have students find out how the employees are evaluated and what is done with the evaluation once it has been completed. Have the students investigate if there is some type of corrective action taken when needed and does the evaluation lead to pay raises or dismissal? Have students determine how important evaluations are to the personnel function.

To expand on the above activity, have students include how the employees are evaluated and what is done with the evaluation once it has been completed. Have the students find out if there is some type of corrective action taken when needed and does the evaluation lead to pay raises or dismissal? Have students determine how important evaluation is to the personnel function.

References

LAP 12-610

Produce Merchandising
  Assignments 13, 14

Grocery Merchandising
  Assignments 2

Growing on the Job
  Chapter 3

Retailing Principles and Practices
  Parts 32, 52
  (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF HAVING EMPLOYEE EVALUATIONS

FM-15

What Does the Competent Marketing Employee Do?

729-Ability

Ability to tactfully identify mistakes employees have made and help them constructively correct them.

OTHER CLUSTER COMPETENCIES

610-Knowledge of/or Understanding that

Suggested Learning Activities

Give students a list of comments about mistakes commonly made at work (i.e., "You rang up that sale wrong!" or "You weren't supposed to mark those sale items in like that!"). Ask students to rewrite each phrase in a more tactful tone.

Devise various role-playing situations. Have a student act as an employee who makes various mistakes. Have other students identify the mistakes made and determine how a supervisor could tactfully discuss this matter with the employee.

References

LAP 12-729

Grocery Merchandising
Pages 1-4

Retailing Principles and Practices
Part 21
Pages 493-495

Retail Selling
Chapter 8

Psychology and Human Relations in Marketing
Chapter 6
Pages 104-105

Basic Salesmanship
Chapter 9

Fundamentals of Selling
Page 232

Communications in Marketing
Chapters 1-5

(continued on next page)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF HAVING EMPLOYEE EVALUATIONS (CONTINUED)

EM-15

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
729—Continued		Communications in Marketing Chapters 1-5 (2nd Edition) Human Relations in Marketing Chapter 6 (2nd Edition) Basic Selling Chapter 9 (2nd Edition) Retailing Principles and Practices Part 52 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF A CONTINUOUS PROGRAM OF MANAGEMENT RECRUITMENT AND TRAINING IN BUSINESS

FM-16

What Does the Competent Marketing Employee Do?

789-Attitude

Attitude that in order to be best prepared for future management responsibility, trainees must be willing to work and train in various capacities within a store operation.

Common to
General Retail Merchandising

Suggested Learning Activities

Invite a guest speaker from a national chain to speak on their management trainee programs. Ask the speaker to stress to the students why most manager trainees are required to work in different departments throughout the store.

Devise a role-playing situation where two employees are being interviewed for the same promotion to a manager's position. Have one student be an employee who has worked in every department within the store. Have another student be an employee who has been employed by the store longer, but who has worked only in one department. Have a third student or you be the interviewer. The balance of the class should observe the role-playing and decide which employee should be given the promotion. Follow this activity with a class discussion on why the one was selected over the other.

Invite a guest speaker from a local small independent store to explain how informal management training is conducted.

Have the students discuss the advancement procedure at their training stations

(Continue[illegible]n following page.)

References

LAP 13-789

Grocery Merchandising
Assignment 2

Marketing and Distribution
Pages 532

Retail Merchandising
Page 171

Retailing Principles and Practices
Units 1,13
Unit 37
Part 20

Retail Selling
Pages 5, 59

Chapter 1

Fundamentals of Selling
Pages 230-231

Psychology and Human Relations in Marketing
Pages 104-105

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF A CONTINUOUS PROGRAM OF MANAGEMENT RECRUITMENT AND TRAINING IN BUSINESS (continued)

FM-17

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
789-Continued	For example: what positions are available, training needed, and additional schooling needed.	LAP 13-789 (continued) Human Relations in Marketing Chapter 7 (2nd edition) Retailing Principles and Practices Part 7 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF A CONTINUOUS PROGRAM OF MANAGEMENT RECRUITMENT AND TRAINING IN BUSINESS

FM-18

What Does the Competent Marketing Employee Do?

790-Attitude

Attitude that time spent training assistant managers (potential store managers) is worthwhile to the future of business.

OTHER CLUSTER COMPETENCIES

789-Attitude

Suggested Learning Activities

Have students break into small groups and brainstorm the following topic: "Do you think that training assistant managers are worthwhile to the future of the business?" Have one student act as recorder and write a summary of the major points. This summary should be submitted to you, or you could discuss their findings with the group.

Lecture to the students on the benefits of promotion and training from within the organization. Then ask the students if they are familiar with what their training station provides in the way of additional training opportunities, especially training assistant managers for potential store managers. If not, have them find out what training opportunities are available at their training station.

References

LAP 13-790

Retail Merchandising
  Chapter 5, e

Psychology and Human Relations in Marketing
  Chapters 5, 7, 8

Modern Supermarket Operation
  Chapters 5, 23

Front End Operation
  Assignments 1, 2, 10 11, 13

Retailing Principles and Practices
  Parts 37, 39, 57

Produce Merchandising
  Assignments 13, 14

Grocery Merchandising
  Assignment 2

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Management 6

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF A CONTINUOUS PROGRAM OF MANAGEMENT RECRUITMENT AND TRAINING IN BUSINESS (continued)

FM-19

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
790-Continued		Psychology and Human Relations in Marketing Pages 104, 105 Basic Salesmanship Chapter 1 Basic Selling Chapter 1 (2nd edition) Retailing Principles and Practices Part 53 (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MOTIVATION TO EMPLOYEE MORALE

FM-20

6

Management

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
742-Attitude A belief that employees should have a part in planning the things which affect their working conditions.	Have students contact a local union dealing with the food marketing industry to interview someone to find out what the union is doing about "Employee Input in Planning." The students' reports should be submitted to you. Have a local union representative visit the class and talk about the ways unions help employees participate in the planning activities which affect the employees' working conditions. After the speaker has left, have students discuss the presentation and then write a short reaction paper. Have students discuss what, if any, input they have in planning the things which affect their working conditions.	LAP 14-742 Modern Supermarket Operation Chapters 4, 5, 23 Front End Operations Assignments 1, 2, 13 Retail Merchandising Chapter 5, e Retail Selling Chapter 6 Retailing Principles and Practices Parts 20, 58 Wholesale Management Assignments 4, 14 Produce Merchandising Assignment 13 Grocery Merchandising Assignment 2 Growing on the [illegible]b Unit 2

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Cluster Instructional Objective: COMPREHEND THE EFFECT OF MOTIVATION TO EMPLOYEE MORALE (continued)

FM-20

6 Management

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
742–Continued		Retailing Principles and Practices Part 52 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO IMPROVE EMPLOYEE MORALE THROUGH MOTIVATION

FM-21

6

Management

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
604-Knowledge of/or Understanding that How to maintain a working environment where employees can have a sense of security and reasonable freedom from worry. OTHER CLUSTER COMPETENCIES 605-Knowledge of/or Understanding that	Have students, in groups of four or five, discuss the importance of fear, hope, and pride in the working environment. Have students develop a questionnaire to determine if persons involved in business feel that salaries, commissions, bonuses, etc., have an influence on customer treatment and inter-personal relations of department personnel. Summarize survey findings in writing. Identify the class members who are currently employed to have had experience in the business field. These people will serve as group leaders and the remaining class members will be divided into sub-groups to work with one of the group leaders. Each group leader will obtain feedback examples from his/her or another business regarding the feeling that salaries, commissions, bonuses and quotas have a direct influence on customer treatment and interpersonal relations of department personnel. After the group leader's presentation, the other members of each group will discuss their feeling on this topic.	LAP 15-604 Growing on the Job Units 2, 3 Retail Selling Chapters 5, 6 Produce Merchandising Assignment 13 Grocery Merchandising Assignment 2 Wholesale Management Assignments 4, 14 Modern Supermarket Operations Chapters 4, 5, 23

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MOTIVATION TO CUSTOMER TREATMENT

FM-22

Management 6

What Does the Competent Marketing Employee Do?

605-Knowledge of/or Understanding that

Knowledge and understanding of how to help each employee have a feeling of pride in ones' company and the worthwhileness of work.

Common to
General Retail Merchandising

Suggested Learning Activities

In groups of four or five, have students discuss the importance of fear, hope, and pride in the working environment.

Have students develop a questionnaire to determine if persons involved in business feel that salaries, commissions, bonuses, etc. have an influence on customer treatment and inter-personal relations of department personnel. Then the students should administer the questionnaire at several local businesses. The results of the survey should be summarized and presented to you.

Identify the class members who are currently employed or have had experience in the business field. Appoint these students as group leaders. Divide the remaining class members into sub-groups; one sub-group for each group leader. The group leader will need to develop examples from their working experiences regarding employees' feelings as to how salaries, commissions, bonuses, and quotas have an influence on customer treatment and interpersonal relations of department personnel. After the group leader presents the examples, the other members of each group will discuss their feeling on this topic.

References

LAP 15-605

Fundamentals of Selling
Chapter 15, b

Human Relations in Business
Chapter 3

Retail Merchandising
Chapter 5

Retail Selling
Chapter 5

Human Relations in Marketing
Chapters 3 & 8
(2nd Edition)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF PROPERLY HANDLING EMPLOYEE GRIEVANCES AND COMPLAINTS

FM-23

What Does the Competent Marketing Employee Do?

652-Knowledge of/or Understanding that

Knowledge and understanding of how to handle employee complaints and grievances, maintaining an objective point-of-view.

Suggested Learning Activities

If examples are available from class members, develop a case problem where students are the arbitration board. Using the case method, have the arbitration board identify the problem, offer various suggestions on how the problem could be solved, and then recommend one solution which they recommend should be followed. If examples are not available, then develop a case problem dealing with employee complaints and grievances.

Have two students role play while the balance of the class observes. One student can be the employee and the other student can be the employer. Portray a situation where there is doubt which one (the employee or the employer) is in the right and which one is not. Have the balance of the class be "judges" and determine who is "right." Stress to the "judges" to keep their point of view objective.

Have students view the filmstrip, "Your Attitude is Showing." Then have the students discuss what they would do with an employee who demonstrates the type of behavior observed in the film if that employee belonged to a union.

References

LAP 16-652

Retailing Principles and Practices
  Part 57

Retail Merchandising
  Chapter 5, e

Front End Operations
  Assignment 13

Modern Supermarket Operations
  Chapters 5, 23

Psychology and Human Relations in Marketing
  Chapter 7

Produce Merchandising
  Assignment 13

Grocery Merchandising
  Assignment 2

Starting Your Own Marketing Business
  Chapter 7
  (2nd Edition)

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Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPERLY HANDLING EMPLOYEE GRIEVANCES AND COMPLAINTS (continued)

FM-24

What Does the Competent Marketing Employee Do?

652-Continued

Suggested Learning Activities

References

Human Relations in Marketing
Chapter 8
(2nd edition)

Communications in Marketing
Chapter 8
(2nd edition)

Retailing Principles and Practices
Part 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE GOOD MANAGEMENT EFFECTIVENESS TO EMPLOYEE SATISFACTION

FM-25

What Does the Competent Marketing Employee Do?

695-Skill

Ability to determine in various situations the most efficient way to get the job accomplished.

Common to
   General Retail Merchandising

OTHER CLUSTER COMPETENCIES

731-Skill
783-Attitude

Suggested Learning Activities

Have students read reference material on managing time for efficiency. The students should make notes on the most important time management factors for efficient job performance. Discussion of handouts 26 and 27 from "Personal Dynamics in Personality Development."

Have students ask their training station manager or a local business manager for the principles/techniques the manager used to improve job efficiency.

Have students interview three supervisors and three managers to seek their opinions on how to obtain the most efficient job performance. The students should ask the supervisors and managers for concrete illustration of how they have improved employee efficiency. The students should also try to find out if the supervisors and managers feel that human relations factors affect job efficiency. Have a small group discussion to compare the results of their interviews.

Have students do a mini-time and motion study. Students should log activities both

(Continued on following page.)

References

LAP 17-695

Retail Merchandising
   Chapter 19, e
   Chapter 11, b

Retailing Principles and
Practices
   Part 20

Retial Selling
   Chapter 8

Marketing and Distribution
   Part 45

Fundamentals of Selling
   Cahpter 3, c

Psychology and Human
Relations in Marketing
   Chapter 3

Grocery Merchandising
   Assignment 2

Produce Merchandising
   Assignments 13, 14

Cluster Instructional Objective: ABILITY TO RELATE GOOD MANAGEMENT EFFECTIVENESS TO EMPLOYEE SATISFACTION (CONTINUED)

FM-26

What Does the Competent Marketing Employee Do?

695-continued

Suggested Learning Activities

on and off the job for three days. Have them review time spent on their activities to determine how much time has been wasted.

References

Personal Dynamics in Personality Development
Session 5

Retailing Principles and Practices
Part 18, 32
(7th Edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE GOOD MANAGEMENT EFFECTIVENESS TO EMPLOYEE SATISFACTION

FM-27

6

What Does the Competent Marketing Employee Do?

731-Skill

Ability to think ahead and plan for any emergencies that might arise.

OTHER CLUSTER COMPETENCIES

695-Skill
783-Attitude

Management

Suggested Learning Activities

Present students with a case problem dealing with employee unrest due to the fact that the store has been robbed three times in the past year. Then ask the students what they would do in order to quiet the unrest of the employees, thus trying to prevent something else from happening.

Present students with a problem that has three solutions. One solution should be short-range, such as large profit; the second solution should be middle-range, such as doing something at the expense of future growth; and the third solution should be long-range, which would be more expensive at the beginning but would return more profits over the longer period of time. See which solution the students select and then discuss with them the importance of being able to think ahead.

References

LAP 17-731

Psychology and Human Relations in Marketing
Chapters 3, 7

Modern Supermarket Operatio
Chapters 5, 23

Front End Operations
Assignment 13

Retail Selling
Chapter 15

Retail Merchandising
Chapter 17

Retailing Principles and Practices
Part 52
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE GOOD MANAGEMENT EFFECTIVENESS TO EMPLOYEE SATISFACTION

FM-28

What Does the Competent Marketing Employee Do?

783-Attitude

That management must be constantly aware of and willing to take remedial action in such problem areas as inventory shrinkage, high personnel turnover, high variable expenses, and low margin.

OTHER CLUSTER COMPETENCIES

731-Skill

695-Skill

Suggested Learning Activities

Have students develop a case problem dealing with one or more of these areas. Have them assume the role of a warehouse manager in dealing with the problem.

View filmstrip #2, "What to Appraise," in the "Performance Appraisal" series, Thompson-Mitchell and Associates.

List ways that management should react to different types of employee problems concerning proper employee appraisal.

Ask students to list all the employee benefits where they work. Then have them go through the list to see if an increase of additional benefits would decrease the problems. Also have them determine if additional benefits became available, what course would the firm have to take.

References

LAP 17-783

Retail Selling
Unit 6

Merchandising
Chapter 7
(2nd edition)

Cluster Instructional Objective: ABILITY TO UTILIZE TECHNIQUES OF MANAGEMENT EFFECTIVENESS

FM-29

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
717-Skill In keeping informed of state, federal, and local laws concerning store operations and interpreting their implications for one's own business.	Lecture to the students on the type of state, federal and local laws that apply to food marketing. Also explain where these laws can be acquired and the purpose of some of them. Also explain the continuing influence of government in the private enterprise sector and the red tape that is created. Have a local supermarket manager guest speak on the influence of state, federal and local laws concerning store operations. Ask the students if they recognize several laws that deal with the supermarket industry. Then ask them if they were aware of these laws. Ask them what they could do in order to secure them. Discuss.	LAP 19-717 Growing on the Job Unit 3 Retail Principles and Practices Part 57 Starting Your Own Marketing Business Chapter 7 (2nd edition)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF GOOD STORE LAYOUT DESIGN TO BUSINESS SUCCESS

FM-30

Management 6

What Does the Competent Marketing Employee Do?

623-Knowledge of/or Understanding that

Knowledge and understanding of the availability and location of customer facilities.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

649-Knowledge of/or Understanding that
711-Skill

Suggested Learning Activities

Have students draw floor layout of a local store or their training station identifying the location of each major section. On a separate sheet of paper, the students should justify the location of each major station. The students' reports should be submitted to you. Have students discuss the layout and revise it in order to better facilitate services.

Give students store dimensions, facilities, equipment required. Have them create a store layout that best reflects the store image, facilities and services required.

References

LAP 25-623

Modern Supermarket Operations
Chapter 3

Front End Operations
Assignment 2

Food Distribution
Pages 6-7

Fundamentals of Selling
Chapter 7, d
Chapter 11, d

Retailing Principles and Practices, Part 32, 6th Editio
Part 4, 7th Edition.

Grocery Merchandising
Assignment 24

Produce Merchandising
Assignment 12

Retail Merchandising
Chapter 3, d

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Cluster Instructional Objective: COMPREHEND THE EFFECT OF GOOD STORE LAYOUT DESIGN TO BUSINESS SUCCESS (continued)

FM-30

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
623-continued		Retailing Principles and Practices Part 70 (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF GOOD STORE LAYOUT DESIGN TO BUSINESS SUCCESS

FM-31

Management 6

What Does the Competent Marketing Employee Do?

649–Knowledge of/or Understanding that

Knowledge and understanding of the chief duties of the reserve stock division are to store merchandise according to some accessible arrangement and send merchandise to the selling floors as it is required.

OTHER CLUSTER COMPETENCIES

623–Knowledge of/or Understanding that
711–Skill

Suggested Learning Activities

Present a lecture to the students on how reverve stock should be utilized and the procedures involved.

Discuss with the students what stock handlers do and the differences between centralized and decentralized stock rooms. Expose to the students the whole aspect of managing stock (i.e., mechanical devices, etc.).

References

LAP 25–649

Retail Merchandising
  Chapter 9, d
  Chapter 17, b, c

Retailing Principles and Practices
  Part 15

Stocking, Marking, and Displaying
  Assignment 21

Grocery Merchandising
  Assignments 11, 12, 13, 14, 15

Produce Merchandising
  Assignments 6, 8

Modern Supermarket Operations
  Chapter 21

Retailing Principles and Practices
  Part 70
  (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF GOOD STORE LAYOUT DESIGN TO BUSINESS SUCCESS (continued)

FM-32

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
711-Skill In developing and maintaining department or store merchandise arrangements in relation to floor space expense, potential sales and profits. OTHER CLUSTER COMPETENCIES 623-Knowledge of/or Understanding that 649-Knowledge of/or Understanding that	Have the students work in teams of four or five, is possible. Give them the dimensions of a grocery store. Then ask them to construct either a two-dimensional or three-dimensional layout showing the isles, stockroom, and the various departments. Also ask them where the different lines of goods would go and why. Give the students enough product information for an isle of merchandise. From this information, have students construct an isle layout based on sales volume and profits. You will probably need to contact a local supermarket manager for this type of information for this project.	LAP 25-711 Merchandising Chapters 7, 8 (2nd edition) Retail Merchandising Chapter 9 Retail Principles and Practice Units 5, 11

Cluster Instructional Objective: ABILITY TO COMPREHEND THE IMPORTANCE OF STORE LAYOUT AND ARRANGEMENT FM-33

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
791-Attitude That an awareness of consumer buying motivations is especially helpful in planning space allocations, display units and sales promotion.	Bring several copies of an advertisement featuring grocery items to class. Select five articles from this ad and ask the student to estimate how many units they would estimate will be sold during the period of time that product is on sale. Then either you or the students should ask the grocery manager of that store what he/she estimated the sales volume for those items would be. Discuss the results. Lecture on buying motivation and how stores go about motivating the consumer.	LAP 26-791 Display and Promotion Chapter 1 (2nd edition) Retailing Principles and Practices Unit 8

Cluster Instructional Objective: COMPREHEND THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION

FM-34

What Does the Competent Marketing Employee Do?

780-Attitude

Attitude that although price topped the list of reasons consumers gave for starting to trade at a store, quality, variety, and human relations encouraged them to continue trading there.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

754-Attitude
753-Attitude

Suggested Learning Activities

Ask students to write the name of their favorite store and reasons why it is their favorite. Compare students' responses by tabulating the reasons on the blackboard.

Ask students to discuss with their family and neighbors reasons why they shop at one store versus another store. Have them report reasons to the class.

References

LAP 27-780

Grocery Merchandising
  Assignments 2, 24
  Pages 1-4

Retailing Principles and Practices
  Part 23

Fundamentals of Selling
  Chapter 4
  Part d

Retail Merchandising
  Chapters 5a, 6a

Salesmanship Fundamentals
  Chapter 10

Retail Selling
  Chapter 30

Retailing Principles and Practices
  Parts 15, 16, 43, 58
  (7th Edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION

FM-35

Management 6

What Does the Competent Marketing Employee Do?

754-Attitude

Attitude that although price topped the list of reasons consumers gave for starting to trade at a store, quality, variety, and human relations encourage them to continue trading there.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

753-Attitude
780-Attitude

Suggested Learning Activities

Have students write an essay on why special customer facilities are important to the operation of a business

Discussion of what customer services are offered at different stores in the community and why they have those services.

Structure the quality of services offered by a store in the order of preference. Have the students visit various community establishments and have them see how well these stores meet their objectives.

Conduct a shopper's survey to find out why shoppers patronize a business for reasons other than price.

References

LAP 27-754

Grocery Merchandising
Assignments 2, 24
Pages 1-4

Retailing Principles and Practices
Part 23

Fundamentals of Selling
Chapter 4
Part d

Retail Merchandising
Chapters 5a, 6a

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapter 30

Retailing Principles and Practices
Parts 15, 16, 58
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION

FM-36

What Does the Competent Marketing Employee Do?

753-Attitude

An awareness that customer facilities helps meet competition, encourages one-stop shopping, and attracts customers to the store.

OTHER CLUSTER COMPETENCIES

754-Attitude
780-Attitude

Suggested Learning Activities

Have students break into small groups and brainstorm on the kinds of customer services a supermarket manager does in order to meet competition from other businesses. Then the group should discuss each item from a practical standpoint.

Ask students to prepare a report on what their training station or a local supermarket does in order to meet competition, encourage one-stop shopping, and attract customers to the store by the use of customer services.

References

LAP 27-753

Modern Supermarket Operations
Chapter 3

Front End Operations
Assignment 3

Retail Selling
Chapter 30

Retailing Principles and Practices
Unit 2

Customer Services
Chapter 1

Produce Merchandising
Assignment 12

Grocery Merchandising
Assignment 24

Customer Services
Chapter 1
(2nd edition)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF WRAPPING CUSTOMER'S PACKAGES TO CUSTOMER SATISFACTION

FM-37

What Does the Competent Marketing Employee Do?

629-Knowledge of/or Understanding that

Knowledge and understanding of the most effective methods to wrap and/or pack customers purchases.

Common to Food Marketing

Suggested Learning Activities

Have a student demonstrate the proper and improper method to pack customer purchases and why certain procedures are followed. The student should also discuss the differences between boxes and bags and explain when one should be used over the other.

Have a student demonstrate the proper and improper method to pack customer purchases. The student should explain to the class why certain procedures are followed. Then the student can pass out to the class an illustration of a bag, drawn to scale. Using one overhead transparency, the student will show the class several items a customer purchased; or the student could develop a list of a customer's purchases. Have the other students fill in the illustration as to how they would pack the bag.

References

LAP 32-629

Retailing Principles and Practices
Part 11

Retail Merchandising
Chapter 12, b

Retail Selling
Pages 361-362

Food Distribution
Page 11

Front End Operations
Assignment 9

Modern Supermarket Operations
Chapters 3, 6

Produce Merchandising
Assignments 6, 7, 12

Grocery Merchandising
Assignment 11

Customer Services
Chapter 5
(2nd Edition)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF AN EFFICIENT CHECK-OUT PROCEDURE

FM-38

What Does the Competent Marketing Employee Do?

662-Knowledge of/or Understanding that

Knowledge and understanding of how to handle customer traffic efficiently at the check-out point (front-end operation).

Common to
General Retail Merchandising

Suggested Learning Activities

Devise a case problem for the students where a co-op student is the only person at the check-out point and is forced to handle customer traffic in a quick and efficient manner.

Have students consult their training sponsor on how to handle customer traffic. Have students ask their training sponsor how one determines when a new check-out counter should be opened. Through a class discussion, have students compare results.

References

LAP 33-662

Grocery Merchandising
Assignments 10-12, 22, 25

Produce Merchandising
Assignment 12

Front End Operations

Food Distribution
Pages 29-38

Retailing Principles and Practices
Unit 4

Retail Merchandising
Chapter 12

Retail Selling
Unit 3

Retailing Principles and Practices
Parts 28, 70
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF POLICY MAKING IN MARKETING AND DISTRIBUTION

FM-39

What Does the Competent Marketing Employee Do?

741-Attitude

A belief that careful and thoughtful consideration should be given to the probable effect each rule, notice, and practice will have on the feeling of all concerned.

OTHER CLUSTER COMPETENCIES

743-Attitude
749-Attitude

Suggested Learning Activities

Have students write a report on how their training station introduces new store policies. In the report, students should include how they felt about the store's method of introduction and any suggestions they may have had on improving the method.

Have students get into small groups and appoint a chairperson. Have each group compile a list of "Pitfalls to Avoid" when changing policies and informing employees of the changes. The chairperson of each group can present the findings to the rest of the class. You should comment on each group's findings.

References

LAP 3-741

Modern Supermarket Operations
 Chapters 4, 5, 23

Front End Operations
 Assignments 1, 2, 13

Retail Merchandising
 Chapter 5

Retail Selling
 Chapter 6

Retailing Principles and Practices
 Part 4

Wholesale Management
 Assignments 4, 14

Produce Merchandising
 Assignment 13

Grocery Merchandising
 Assignment 2

Wholesaling
 Chapter 3

(continued on next page)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF POLICY MAKING IN MARKETING AND DISTRIBUTION (continued)

FM-40

6 Management

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
741-continued		Retailing Principles and Practices Part 13 (7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE AND REALIZE THE IMPORTANCE OF PREPARING A SALES CHECK FM-1

7

Mathematics

What Does the Competent Marketing Employee Do?

374-Skill

Skill in accurately calculating the exact amount of a customer's purchase.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students develop sample customer purchases (based on their training station experiences or make-up the problems). Then have students exchange problems and calculate the total due, correctly filling out the sales check.

Prepare sample hypothetical problems for students which must be completed within a specified time limit. Examples: Handout 2 in LAP 10-374 or have students complete practical problems in Section 2 of Merchandising Math.

References

LAP 10-374

Mathematics in Marketing
(2nd edition)
Chapter 2

Retail Selling
Chapter 11

Retail Merchandising
Chapter 15

Merchandising Math
Section 2

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE SKILL IN MAKING CHANGE AND CASH REGISTER USAGE

FM-2

7

Mathematics

What Does the Competent Marketing Employee Do?

371-Skill

Skill in making change and using the cash register.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

386-Skill

Suggested Learning Activities

Secure the advanced change making tape series from Western Tape. Have students listen to these tapes and do the activities.

Secure "The Cashier Series." Have students view the filmstrip on "Cash Handling."

If students have access to a cash register, have them do ten sample problems using information from NCR/SMI materials.

References

LAP 13-371

Retail Selling
Chapter 12

Mathematics in Marketing
Chapter 3

The Cashier Series

Retail Merchandising
Chapter 12

Retailing Princples and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE SKILL IN MAKING CHANGE AND CASH REGISTER USAGE

FM-3

7

Mathematics

What Does the Competent Marketing Employee Do?

386-Skill

Ability to make change quickly and accurately.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

371-Skill

Suggested Learning Activities

Secure the advanced change making tape series from Western Tape. Have students listen to these tapes and do the activities.

Have students do sample change making problems. Use the ones illustrated in Checker-Cashier manual. Have students time themselves and chart their times for ten exercises. Students should strive to improve their speed while maintaining their accuracy. The results should be turned into you.

Have students take a field trip to NCR or have a speaker in to show the various types of cash registers.

References

LAP 13-386

Front End Operations
Assignment 6

Checker-Cashier
Chapter 7

The Cashier Series

Merchandising Mathematics
Part 1

Mathematics in Marketing
Chapter 3, (2nd edition)

Cluster Instructional Objective: COMPREHENSION OF HOW TO RECOGNIZE AND CORRECT CASH REGISTER ERRORS

FM-4

7

Mathematics

What Does the Competent Marketing Employee Do?

354-Knowledge of/or Understanding that

Understand how to determine a cash register error, the amount, and how to correct it on the proper form.

Common to
General Retail **Merchandising**

OTHER CLUSTER COMPETENCIES

394-Attitude

Suggested Learning Activities

Have students brainstorm and develop a list of techniques used by dishonest customers to confuse and cheat the cashier.

Have students read the following case problem and answer the two questions.

Case Problem:

Ann Pethel checked a large order of merchandise through her cash register. Several items were not priced. Ann thought she knew the price of the items. However, the price she rang up was actually less than the retail price. In two other instances, the merchandise was rung up on the wrong key.

What should the cashier have done to prevent inventory shortages and departmental error?

What effect will an over ring have on the register if it is not corrected?

References

LAP 15-354

Mathematics in Marketing
Chapter 3

The Cashier Series
Chapters 1, 3

Merchandising Mathematics
Chapter 1

Retail Selling
Chapters 12, 14

Retailing Principles and Practices
Part 10

Mathematics in Marketing
Chapter 3
(2nd edition)

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHENSION OF HOW TO RECOGNIZE AND CORRECT CASH REGISTER ERRORS

FM-5

7

Mathematics

What Does the Competent Marketing Employee Do?

394-Attitude

Attitude that careful use of the cash register will reduce inventory and money shortages.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

354-Knowledge of/or Understanding that

Suggested Learning Activities

Have students visit a head checker or cashier to determine the entire sequence of what the cash register does in order to prevent money shortages and reduce inventory. Students can then develop a flow chart of the sequence. If possible, students should secure the forms that the store uses in keeping track of the cash register's information. The students' findings should be submitted to you.

Have a guest lecturer from the local merchants association talk about spotting counterfeit money and other means the "con-artist" uses to trick cashiers.

Have students view the presentations of "The Cashier Series."

References

LAP 13-394

Merchandising Mathematics
Part 1

Front End Operations
Assignments 5, 6, 7, 8

The Cashier Series

Checker-Cashier
Chapter 7

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE SKILL IN BALANCING AND TOTALING CASH REGISTER SALES.

FM-6

What Does the Competent Marketing Employee Do?

361-Skill

Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students read one of the following: Checker-Cashier, pages 83-89 or Merchandising Mathematics, pages 1-6. Students should do the exercises and submit them to you.

Have students interview the head cashier of a local store or person in charge at their training station the procedure used to balance the store's registers. Then students can prepare either a written or an oral report on their findings.

If students have access to a register in a lab, they can go through the entire closing sequence of balancing cash and totaling sales.

References

LAP 17-361

Mathematics in Marketing
Chapter 3

The Cashier Series
Chapter 1

Merchandising Mathematics
Chapter 1

Retail Selling
Chapters 12, 14

Retailing Principles and Practices
Part 10, 28
(7th edition, 1981 tentative)

Mathematics in Marketing
Chapter 3
(2nd edition)

Cluster Instructional Objective: UNDERSTAND THE RETAIL BUSINESS FIRM'S OPERATING EXPENSE FM-7

7 Mathematics

What Does the Competent Marketing Employee Do?

348-Knowledge of/or Understanding that

A retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.

Suggested Learning Activities

Have students listen to a guest speaker as he/she talks about a retail business firm's operating expenses and how they relate to the sales of a business in the form of percentages of sales. After the lecture, have the students submit a written report to you on the operational expenses of a business firm.

Have students ask their training sponsor questions about operating expenses and controlling operating expenses. Then form a small group based on occupational interest and exchange reports. Have one person in each group act as recorder. Then each group recorder will form a panel and report each groups' findings to the class.

References

LAP 21-348

Mathematics in Marketing
Chapters 5-8
(2nd edition)

Merchandising Mathematics
Units II, V

Retail Principles and Practic
Part 48

Retail Merchandising
Chapter 15

Cluster Instructional Objective: KNOWLEDGE OF HOW TO ADJUST PRICING ERRORS

FM-8

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
347-Knowledge of/or Understanding that How to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.	Have students do one of the following: Visit merchants in your community and ask them how errors are adjusted on merchandise price tickets in their store. Obtain actual markdown-markup records from training sponsors and use these forms for student practice. Conduct a panel discussion on the ways of correcting pricing errors on merchandise price tickets.	LAP 24-347 Merchandising Mathematics Part IV Mathematics in Marketing Chapter 7 (2nd edition) Retail Principles and Practices Part 66 Retail Merchandising Chapter 10

Cluster Instructional Objective: DEMONSTRATE SKILL IN KEEPING STOCK CONTROL RECORDS

FM-9

7

Mathematics

What Does the Competent Marketing Employee Do?

379-Skill

Skill in maintaining mathematically correct stock control records.

Common to Wholesaling

Suggested Learning Activities

Have students report on methods of maintaining and correcting stock records.

Have students work with their training sponsor or supervisor and estimate stock requirements for succeeding months.

Invite a store buyer to speak on keeping stock control records mathematically correct.

In small groups, have students visit a small business which keeps a manual system of stock control records. Comparisons can be made by having students visit a business which uses an electronic inventory control system.

References

LAP 35-379

Retailing Principles and Practices
Part 13

Retail Selling
Chapter 15

Fundamentals of Selling
Chapter 12, d

Wholesaling and Physical Distribution
Chapter 8, 9

Mathematics in Marketing
Chapter 5
(2nd Edition)

Retailing Principles and Practices
Part 38
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND HOW NET SALES IS DETERMINED

FM-10

What Does the Competent Marketing Employee Do?

349–Knowledge of/or Understanding that

Understanding that a department's net sales are derived by subtracting customer returns and authorized price reductions from gross sales.

Suggested Learning Activities

Have students work a variety of problems dealing with determining how net sales are determined. Discuss any new terminology with students so they understand how to determine net sales as well as "why," net sales is calculated in this manner.

Have students develop policies on customer returns and on price reductions (other than regular sale items). This should be based on the students' training station experiences. After they have done this, students should discuss with you how these policies affect the department's net sales. If any of the policies are changed during the discussion, it is important that the student know why.

References

LAP 39–349

Merchandising Mathematics
  Chapter 28

Marketing and Distribution
  Part 42

Retail Merchandising
  Chapter 15, e

Fundamentals of Selling
  Chapter 15

Mathematics in Marketing
  Chapters 6, 7

Retailing Principles and Practices
  Part 48

Mathematics in Marketing
  Chapters 6, 7
  (2nd edition)

Retailing Principles and Practices
  Parts 30, 68
  (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND HOW GROSS MARGIN IS DETERMINED

FM-11

What Does the Competent Marketing Employee Do?

350-Knowledge of/or Understanding that

Understanding that a department's gross margin should cover operating expenses and provide a percentage of profit.

Suggested Learning Activities

Have students consult selected readings and determine what gross margin is and how gross margin is determined. Then students can discuss their findings with you. Once you are sure they understand gross margin, have students work five problems dealing with gross margin giving them the gross margin formula.

Have students consult selected readings and determine what gross margin is and how gross margin is determined. Then students can prepare a one-page report on how businesses determine what their gross margin has to be in order to make a profit. Students should include examples and illustrations in the report. The report should be turned in to you.

References

LAP 38-350

Merchandising Mathematics
Part IV

Retail Merchandising
Chapter 15

Fundamentals of Selling
Chapter 15, d

Retailing Principles and Practices
Parts 46, 48

Retail Selling
Pages 185, 390

Retailing Principles and Practices
Parts 18, 68
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF A MERCHANDISE BUYING PLAN

FM-12

7

Mathematics

What Does the Competent Marketing Employee Do?

393–Attitude

Attitude that merchandise buying plans for specified periods serve as guidelines for profitable operations.

Suggested Learning Activities

Using a personal budget as a set induction, lecture on the importance of merchandise buying plans. This set induction is a plan of all income and outgo of money through the operations of a retail business.

Have students visit a buyer at their training station and discuss the type of merchandise plan in existence and the overall importance of it.

References

LAP 33–393

Modern Supermarket Operation
Assignments 6, 25

Retailing Principles and Practices
Part 67

Retail Merchandising
Chapter 17

Buying and Pricing
Chapter 5

Cluster Instructional Objective: DEMONSTRATE AN ABILITY TO BALANCE A CASH DRAWER

FM-13

What Does the Competent Marketing Employee Do?

389-Skill

Skill in the ability to balance cash drawers against register readings.

Suggested Learning Activities

From selected readings, have students do the written exercises indicated in the readings and submit their answers to you for grading.

Demonstrate to the students how a cash drawer is balanced against the readings. The demonstration is most effective if you have an actual cash drawer available. While demonstrating how this is done, also clear the cash register.

Have students visit either the head cashier at their training station or at a local supermarket to observe the procedures involved in balancing the cash drawers against register readings. If forms can be secured, have students turn them into you along with sample readings.

References

LAP 16-389

Mathematics in Marketing
Chapter 3

The Cashier Series
Chapters 1, 3

Merchandising Mathematics
Chapter 1

Retail Selling
Chapters 12, 14

Retailing Principles and Practices
Part 10

Mathematics in Marketing
Chapter 3
(2nd edition)

Retailing Principles and Practices
Part 10
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE SKILL IN PREPARING THE CASH DRAWER FOR CHECK-OUT REGISTERS

FM-14

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
388-Skill Skill in preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.	Have students outline the procedure for opening a cash register at their training station or at a local supermarket. Students should ask the head cashier the procedure involved for beginning the day and getting the register ready for operation. Have students grouped according to similar career interests. They can discuss and list the procedures involved for preparing a cash drawer for a register. Also have them answer the following question: "Is there a problem with too little or too much change? Why?" Have each student relate their own individual cash report from their training station.	LAP 14-388 Checker-Cashier Chapter 7 Modern Supermarket Operation Chapter 3 Mathematics in Marketing Chapter 3 Front End Operations Chapters 5, 6, 7 The Cashier Series Mathematics in Marketing Chapter 3 (2nd edition) Retailing Principles and Practices Part 28 (7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE AN ABILITY TO USE AND TRANSLATE PERCENTAGES

FM-15

7

Mathematics

What Does the Competent Marketing Employee Do?

377-Skill

Skill in using and translating percentages with facility.

Suggested Learning Activities

Have students obtain ten invoices that require the use of percentages dealing with wholesaling operations. The student can then complete the problems and submit the answers to you for evaluation.

Have students work on numerical problems dealing with percentages; include translating percentages to decimals and fractions.

Give a presentation on using and translating percentages. This is best accomplished by working problems on the board to show students how the problems are done. Have sample problems for the students to work on with you.

Have students break into small groups and work on problems that deal with percentages. Use invoices for this exercise or numerical problems depending on the expertise of the students.

References

LAP 6-377

Buying and Pricing
  Chapter 32

Retail Selling
  Chapter 10

Retailing Principles and Practices
  Part 66

Fundamentals of Selling
  Chapter 7, b
  Chapter 11, e

Retail Merchandising
  Chapter 8, b
  Chapter 10, a, b

Merchandising Mathematics
  Parts III, IV

Mathematics in Marketing
  Chapters 6, 7

Mathematics in Marketing
  Chapters 6, 7
  (2nd edition)

Cluster Instructional Objective: BE ABLE TO COMPREHEND THE IMPORTANCE OF INVENTORY CONTROL TO AVOID MERCHANDISE SHORTAGES

FM-1

Merchandising **8**

What Does the Competent Marketing Employee Do?

400-Knowledge of/or Understanding that

Knowledge of the uses of forms and records necessary in inventory control.

Common to
General Retail Merchandising

OTHER CLUSTER COMPENTENCIES

445-Skill

Suggested Learning Activities

Interview your training supervisor or sponsor and ask him/her to explain the uses of forms and records necessary in inventory control. Report your findings either orally or in writing to the class.

Take a field trip to a local grocery store with other members of the same occupational category. The manager or buyer of the store will discuss with you the uses of form and records necessary in inventory control. This can be done on an individual basis.

References

LAP 3-400

Retail Selling
Chapter 15

Retailing Principles and Practices
Parts 38, 49
(7th edition, 1981 tentative)

Retail Merchandising
Chapter 15

Mathematics in Marketing
Chapter 5
(2nd edition)

Cluster Instructional Objective: BE ABLE TO COMPREHEND THE IMPORTANCE OF INVENTORY CONTROL TO AVOID MERCHANDISE SHORTAGES

FM-2

What Does the Competent Marketing Employee Do?

445-Skill

In recording the transfer of merchandise or stock to branch stores to prevent inventory shortages.

Common to
   General Retail Merchandising

OTHER CLUSTER COMPENTENCIES

400-Knowledge of/or Understanding
   that

Suggested Learning Activities

Have students transfer books from the storeroom to the classroom and record the transferred merchandise on a transfer form.

Have students ask their training sponsor the procedure to be followed when merchandise is transferred from one branch to another. Then the students can prepare a short oral report on the procedure.

Utilize this skill in inventory control if you have some type of fund raising using goods.

References

LAP 3-445

Mathematics in Marketing
   Chapters 5, 6

Retail Merchandising
   Chapter 17, c

Fundamentals of Selling
   Chapter 17

Retailing Principles and Practices
   Parts 14, 15

Retail Selling
   Chapter 15

Wholesaling and Physical Distribution
   Chapters 5, 6, 7, 9

Retailing Principles and Practices
   Parts 1, [illegible]
   (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO INTERPRET CONSUMER DEMAND TO MAXIMIZE SALES

FM-3

What Does the Competent Marketing Employee Do?

480-Attitude

The attitude that a buyer or manager who spends as much time as possible on the selling floor maintains a customer contact which is necessary for a good merchandising job.

OTHER CLUSTER COMPETENCIES

434-Skill
488-Attitude

Suggested Learning Activities

Have students identify three stores in a familiar career area. Ask them to write one or two sentences on the store image. After they have done this, have them remember if they know which employee of the store is the manager. If they can remember, ask them why they could remember. Then discuss with students why it is important for the manager to spend as much time as possible on the selling floor in order to better the customer contact which is necessary for a good merchandising job.

Discuss with students why it is important for people to be available on the selling floor as much as possible for customer contact which is necessary for a good merchandising job. Have them discuss this from a supermarket viewpoint where some items are very difficult to find.

References

LAP 7-480

Retail Merchandising
  Chapters 6, 7

Retailing Principles and Practices
  Parts 25, 67, 68

Fundamentals of Selling
  Chapter 5, c, d

Retail Selling
  Chapter 32

Retailing Principles and Practices
  Parts 54, 59
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO INTERPRET CONSUMER DEMAND TO MAXIMIZE SALES

RM-4

8 Merchandising

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
434-Skill In interpreting consumer demand as it applies to the merchandise in the selling department. OTHER CLUSTER COMPETENCIES 480-Attitude 488-Attitude	Have students prepare a set of overhead transparencies to compare and contrast the following: (1) Conscious vs. unconscious motives (2) Product vs. patronage motives (3) Emotional vs. rational motives Have students give three examples of situations from their training stations where new items replace old stock items and the merchant would have made a mistake if old stock items had been reordered.	LAP 7-434 Fundamentals of Selling Chapter 4 Retailing Principles and Practices Parts 22, 23, 54, 59 (7th edition, 1981 tentative) Retail Merchandising Chapter 11 Merchandising Chapter 4 (2nd eidtion)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE KEEPING A BASIC STOCK IN ORDER TO STIMULATE SALES

EM-5

8

Merchandising

What Does the Competent Marketing Employee Do?

475-Attitude

That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

Common to
    General Retail Merchandising

Suggested Learning Activities

Have students discuss with their training supervisor or sponsor how complete assortments of wanted merchandise are maintained in order to stimulate the best sales. After the visit, students can discuss their findings with you.

Have either an outside resource person or you present to the students why store maintain complete assortments of wanted merchandise to stimulate the best sales. After the presentation, the following question can be discussed. "Why should complete assortments of wanted merchandise be maintained at all times to stimulate the best sales?"

References

LAP 8-475

Modern Supermarket Operations
    Chapter 6

Retail Selling
    Chapter 1

Merchandising
    Chapter 4
    (2nd Edition)

Retailing Principles and Practices
    Parts 38, 59
    (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO INTERPRET CONSUMER DEMAND TO MAXIMIZE SALES

FM-5

8

Merchandising

What Does the Competent Marketing Employee Do?

488-Attitude

That the customer is the determining factor in buying merchandise for a retail store.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

434-Skill
480-Attitude

Suggested Learning Activities

Using the chalkboard, have students prepare a list of changes they currently see in customer demand for the following:
(1) Types of merchandise
(2) Prices
(3) Store's appearance
(4) Store's location
(5) Advertising and display
(6) Public relations activities

Have students collect current advertisements and keep track of the frequency a certain product is advertised.

Have students elaborate on the following question: "What are some common reasons for discontinuing an item?" Students can discuss (and adjust) their responses by interviewing a local store manager or their training sponsor before turning it into you.

Have students identify one item that is selling well at their training station and keep track of the number of units sold, cost, and selling price.

Have a buyer visit with the class and dicuss the consumer's effect on the buying market.

References

LAP 7-488

Fundamentals of Selling
Chapter 4

Retail Selling
Chapters 17, 18, 19, 21

Merchandising
Chapter 4
(Second Edition)

Retailing Principles and Practices
Parts 16, 58, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective:

UNDERSTAND THAT BALANCED STOCK IS NECESSARY FOR A GOOD MERCHANDISING PLAN

FM-7

What Does the Competent Marketing Employee Do?

482-Attitude

That a balanced stock is the basis of good merchandising in that maximum volumn, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.

OTHER CLUSTER COMPETENCIES

433-Skill
493-Attitude

Suggested Learning Activities

From selected readings, have students determine why balanced stock is the basis of good merchandising. Students should submit a one-page report on this topic to you or they can give an oral presentation to other students of the same occupational interest.

If the school has a school store or some type of concessions, have students interview the person in charge and ask why balanced stock is important for maximization of volume, keeping customer goodwill, and satisfactory profit while achieving rapid turnover.

Have students compare several ordering systems. Then they should prepare either a written or oral report showing the similarities and differences.

References

LAP 9-482

Modern Supermarket Operations
  Chapter 25

Display Ideas for Supermarkets
  Chapter 5

Merchandising
  Chapter 7
  (2nd edition)

Retailing Principles and Practices
  Part 59
  (7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THAT BALANCED STOCK IS NECESSARY FOR A GOOD MERCHANDISING PLAN

MM-8

8

Merchandising

What Does the Competent Marketing Employee Do?

433-Skill

In placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.

OTHER CLUSTER COMPETENCIES

482-Attitude
493-Attitude

Suggested Learning Activities

Have students determine how their training station assures depth of stock for wanted merchandise. Students can then share their information with other students who have the same career interest.

Have students determine how their training station ordering system works. Have students present their findings in the form of a bulletin board or class demonstration. If they make a class demonstration, borrowing the training station manual, if possible, is helpful to the student.

References

LAP 9-433

Jewel Food
2100 Manual

Merchandising
Chapters 4, 5
(2nd edition)

Retailing Principles and Practices
Parts 38, 39, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THAT BALANCED STOCK IS NECESSARY FOR A GOOD MERCHANDISING PLAN

TM-9

What Does the Competent Marketing Employee Do?

493-Attitude

That one must be constantly alert to discover "hot items" and follow through with additional merchandising and promotional activities.

OTHER CLUSTER COMPETENCIES

482-Attitude
433-Skill

Suggested Learning Activities

Ask students to identify what they consider "hot items" merchandise in a supermarket. Then ask why it is a hot item and whether or not it is seasonal, short term or a long term item. Ask students where they could find out about "hot items". Discuss.

Give the students a list of five to ten "hot items". You may need to contact a local supermarket for this information. Then have students identify those that they think are "hot items" and what they would do in order to have enough merchandise on hand to meet the demand. Also ask if they would do any promotional activities in connection with these items. Also explore the dangers of "hot items" and what can happen if the novelty wears off as fast as it caught on.

References

LAP 9-493

Merchandising
  Chapter 8, 9
  (2nd edition)

Display and Promotion
  Chapter 7
  (2nd edition)

Modern Supermarket Operations
  Chapter 25

Retailing Principles and Practices
  Parts 58, 59
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO DETERMINE THE QUANTITY OF MERCHANDISE, WHETHER NEW OR A RE-ORDER OF BASIC STOCK

FM-10

8

Merchandising

What Does the Competent Marketing Employee Do?

446-Skill

Ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.

OTHER CLUSTER COMPETENCIES

431-Knowledge of/or Understanding that

Suggested Learning Activities

Have one small group prepare a handout to be distributed to other class members on the elements that determine the buyer's policy for ordering merchandise. If no one in the group can type on a ditto master, enlist the help of the office education class to assist in typing the handout.

Give the following items to students so they can determine which elements must be considered before the proper quantity of merchandise can be ordered or purchased:

(1) Expected sales
(2) Store lighting
(3) Rate of stock turnover
(4) Nearness of buying source
(5) Education
(6) Length of time in style
(7) Trend of time in style
(8) Credit
(9) Service requirements
(10) Display requirements
(11) Attraction to customer

Follow up with a discussion of each item. Make demonstrations of what and why students would purchase what they did adds to this activity.

Interview a concessions manager or school store manager to determine elements used in ordering and reordering merchandise.

References

LAP 16-446

Retail Selling
Chapters 15, 32

Fundamentals of Selling
Chapter 12, d

Retailing Principles and Practices
Units 5, 17, 23

Retail Merchandising
Chapter 17, c, d

Merchandising
Chapter 4
(2nd edition)

Retailing Principles and Practices
Parts 38, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO DETERMINE THE QUANTITY MERCHANDISE, WHETHER NEW OR A RE-ORDER OF BASIC STOCK

FM-11

Merchandising 8

What Does the Competent Marketing Employee Do?

431-Knowledge of/or Understanding that

How to anticipate and buy related items that will contribute to maximum sales of basic stock items. (Example: aluminum foil, dressing mix, cranberry sauce for Thanksgiving turkey.)

OTHER CLUSTER COMPETENCIES

446-Skill

Suggested Learning Activities

Have students select three seasons for which supermarkets prepare. Then the students should list three major items and five related items that can be sold for each of the three seasons.

Have students visit a local supermarket or their training station. They should identify two displays that are seasonal and then see if related items are placed around the seasonal display. Have students draw a rough sketch of the display for the major item as well as the location of the related items. The sketch should be turned in to you.

Select five major seasonal items for the students. Then have the students list related items for each major item and how they would merchandise both the major and related items (i.e., watermelon with picnic item handling in baskets around the bin of melon).

References

LAP 16-431

Display Ideas for Supermarkets

Modern Supermarket Operations
Chapter 17

Retailing Principles and Practices
Parts 38, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: SKILL IN DETERMINING THE QUANTITY OF MERCHANDISE NECESSARY FOR SALES

FM-12

What Does the Competent Marketing Employee Do?

447-Skill

Skill in determining stock quantities necessary for seasonal or year-round selling.

OTHER CLUSTER COMPETENCIES

423-Knowledge of/or Understanding that

Suggested Learning Activities

From selected readings, have students develop a stock plan for the next month. Students should put several seasonal items in the stock plan and determine if handling seasonal items is any different than handling year-round items. The students should outline the procedures involved in their stock plan and discuss this with other students.

Have students visit their training sponsor or a local supermarket to determine how a stock plan works, how seasonal items are predetermined, and how they plan for these seasonal items. Have students report their findings to you. To implement these activities, use a produce manager as a resource person.

References

LAP 18-447

Retail Merchandising
Chapter 17, c

Retailing Principles and Practices
Parts 49, 50

Merchandising
Chapter 3
(2nd edition)

Retailing Principles and Practices
Parts 38, 58
(7th edition, 1981 tentative)

Cluster Instructional Objective: SKILL IN DETERMINING THE QUANTITY OF MERCHANDISE NECESSARY FOR SALES

FM-13

8

Merchandising

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
423-Knowledge of/or Understanding that Knowledge and understanding of the stock quantities necessary for seasonal or year-round selling. OTHER CLUSTER COMPETENCIES 447-Skill	Have students select ten items from the grocery department of their training station or a local supermarket; at least three should be seasoned. Then the students should determine how many cases, etc., should be ordered if stock is ordered weekly. Have students present this information to their training supervisor or a local supermarket manager for evaluation. If the students were off in some of the quantities they should find out what quantities would have been proper. The results should be turned in to you. Give a presentation on how to plan for purchases of stock necessary for seasonal or year-round selling. After the presentation, give students several problems in stock control (i.e., give them last year's sales for several items and have them fill out this year's anticipated purchases).	LAP 18-423 Retail Selling Chapters 15, 32 Retailing Principles and Practices Parts 38, 59 (7th edition, 1981 tentative)

8 Merchandising

Cluster Instructional Objective: ABILITY TO HANDLE SPECIAL ORDERS FOR CUSTOMERS

FM-14

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
439-Skill Ability to use the company's merchandise order forms. OTHER CLUSTER COMPETENCIES 404-Knowledge of/or Understanding that	Make a presentation to students on order forms. Have students complete sample exercises using real order forms. Have students secure from their training station some merchandise order forms. Have the students explain to you how the order forms are used.	LAP 19-439 Customer Services Chapter 5 Modern Supermarket Operations Chapters 5, 19 Customer Services Chapter 5 (2nd edition) Retailing Principles and Practices Parts 19, 59 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO HANDLE SPECIAL ORDERS FOR CUSTOMERS

FM-15

What Does the Competent Marketing Employee Do?

404-Knowledge of/or Understanding that

The ways to handle special orders of merchandise for customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

439-Skill

Suggested Learning Activities

Have students discuss with their training sponsor the ways special order requests are handled. Students can also find out how two other stores, similar to their training station, handle special requests. Students should obtain copies of forms that are used at the different stores and compare the procedures to each other as well as their training station or a plan of business in their career field.

References

LAP 19-404

Retail Selling
Chapter 30

Customer Services
Chapters 5, 6
(2nd Edition)

Retailing Principles and Practices
Parts 38, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO DETERMINE CAUSES FOR THE RETURN OF MERCHANDISE

FM-16

What Does the Competent Marketing Employee Do?

413—Knowledge of/or Understanding that

The reasons for making returns of merchandise to manufacturers.

Suggested Learning Activities

For two weeks have students keep track of the reasons given for returning merchandise to manufacturers. The students should then determine the three most frequent reasons given.

Have students brainstorm a list of reasons why merchandise must be returned to manufacturers. The students can also determine the three most frequently given reasons for merchandise being returned.

References

LAP 25-413

Retail Selling
Page 310

Retailing Principles and Practices
Part 13

Fundamentals of Selling
Pages 97, 225, 398

Retailing Merchandising
Chapter 12, d

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE PROCEDURES FOR TAKING STOCK COUNTS

F4-16

What Does the Competent Marketing Employee Do?

401-Knowledge of/or Understanding that

Stock counts are taken for inventory control purposes and for ordering purposes.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

414-Knowledge of/or Understanding that

Suggested Learning Activities

As a fund-raising project, the students can take inventory for a local business. Before the students take inventory, have the store manager, speak to the class about why this inventory is being taken.

Have students read references on taking stock counts. Then give students a structured outline sheet for them to follow so they can answer the questions below:

1. What information can a buyer receive from a good inventory system?
2. Why is a basic stock list used in grocery and hardware stores?
3. Why does the retailer need an inventory system?
4. What are the steps or procedures of taking a physical inventory?

Have students complete stock records and stock count books in either the book room or stock room in the school supply store.

Have students read the chapter on "Maintaining Stock-Control Records," "Purchase and Inventory Records," "Inventory Control," and "Stock-keeping."

References

LAP 27-401

Retail Selling
Chapter 15

Retail Merchandising
Chapter 15, b

Fundamentals of Selling
Chapter 12, d

Retailing Principles and Practices
Part 49

Merchandising
Chapter 3
(2nd Edition)

Retailing Principles and Practices
Parts 38, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE HOW PHYSICAL INVENTORY IS PLANNED AND UTILIZED

FM-17

What Does the Competent Marketing Employee Do?

462-Skill

The skill in scheduling stock counts to assure depth of stock in merchandise.

Suggested Learning Activities

Arrange a field trip to a local supermarket for those students with that career interest. Have the department or grocery manager (or you could do this) give an explanation of when and why stock counts are scheduled. Upon returning to class, have students summarize how they would schedule stock counts to assure a department that merchandise is in sufficient stock.

Have students break into small groups and discuss how their training station schedules stock counts in order to assure depth of stock in merchandise. Discuss with students how and when counts are scheduled for advertised specials, how and when counts are scheduled to assure depth of fast-selling items, and how and when counts are scheduled for re-ordering. Students should also cover schedules for physical inventories.

References

LAP 26-462

Retail Merchandising
Chapter 17, c, d

Retailing Principles and Practices
Parts 49, 50

Retail Selling
Chapters 15, 32

Merchandising
Chapter 3
(2nd edition)

Retailing Principles and Practices
Part 38
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE PROCEDURES FOR TAKING STOCK COUNTS

FM-18

What Does the Competent Marketing Employee Do?

414-Knowledge of/or Understanding that

The procedures involved in a merchandise count for physical inventory.

Common to General Retail Merchandising

OTHER CLUSTER COMPETENCIES

401-Knowledge of/or Understanding that

Suggested Learning Activities

Have students describe to the class their training station's procedure for taking a physical inventory of the merchandise.

If the school has a school store, concession operation, or school cafeteria, have students visit with the manager to determine how the physical inventory of the merchandise is taken. Students can report their findings to the class; this is good for discussion.

References

LAP 27-414

Retail Merchandising
Chapter 15

Mathematics in Marketing
Chapter 5

Retail Selling
Chapter 16

Mathematics in Marketing
Chapter 5
(2nd Edition)

Merchandising
Chapter 3
(2nd Edition)

Retailing Principles and Practices
Part 38
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE RELATIONSHIP BETWEEN STOCK TO SALES

FM-20

What Does the Competent Marketing Employee Do?

436-Skill

The skill in maintaining a close relationship between stocks and sales.

Suggested Learning Activities

Conduct a group discussion on why it is important for stock and sales to be related in planning. Have several sample problems to aid them in their discussion.

Select two or three current grocery ads and identify a number of items, including loss leaders. Then discuss with the students what they think the sales volume might be for those sale items also, tell students storage space is at a premium and have them estimate the proper number of units to have on hand.

References

LAP 29-436

Retail Merchandising
  Chapter 17, c, d

Retailing Principles and Practices
  Parts 49, 50

Retail Selling
  Chapters 15, 32

Merchandising
  Chapter 3, 7
  (2nd edition)

Retailing Principles and Practices
  Parts 3, 35, 58, 68
  (7th edition, 1981
  tentative)

Cluster Instructional Objective: ABILITY TO PREPARE AND MAINTAIN BASIC STOCK PLANS FM-21

8 Merchandising

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
453-Skill A skill in preparing and maintaining a model (or basic) stock plan.	Have students visit a local supermarket grocery manager or their training supervisor on how to prepare and maintain a basic stock plan. After the visit, have students, either collectively or by themselves, prepare a report on preparing and maintaining a model stock plan. The report is to be orally presented to the class. Make a presentation on how to prepare and maintain a basic stock plan. After the presentation, give the students several brief problems in preparing a stock plan. Have them hand the plans in for evaluation.	LAP 33-453 Retail Merchandising Chapter 17, c, d Retailing Principles and Practices Parts 49, 50 Retail Selling Chapters 15, 32 Merchandising Chapter 2 (2nd edition) Retail Principles and Practices Part 38 (7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR PRICE CHANGES OF MERCHANDISE

FM-22

8

Merchandising

What Does the Competent Marketing Employee Do?

426-Knowledge of/or Understanding that

The store's procedures for recording markups, markdowns, additional markups and revisions of retail down.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

444-Skill
406-Knowledge of/or Understanding that

Suggested Learning Activities

Have students discuss with their training sponsor the procedure to be followed when recording markups, markdowns, or other revisions in pricing merchandise. The students can summarize their findings in the form of a written report.

Have students survey at least three retail stores. On a sheet of paper, students should list the methods of changing prices for each store. After each method, the students should comment whether they think the method is good or not and indicate why they like or dislike the method.

References

LAP 40-426

Retail Merchandising
Chapter 9

Retailing Principles and Practices
Part 14

Retailing Principles and Practices
Part 40
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR PRICE CHANGES OF MERCHANDISE

FM-23

What Does the Competent Marketing Employee Do?

444-Skill

Ability to correctly change the prices of merchandise up or down.

OTHER CLUSTER COMPETENCIES

426-Knowledge of/or Understanding that

406-Knowledge of/or Understand that

Suggested Learning Activities

Have students select three items from a different price line at their training station or from the DECA school store. Then the students can compute the following:

(1) The markup of each item.

(2) A 20% discount on each item.

(3) Re-compute the markup on each item.

(4) Compare the differences and write an explanation.

Have students assist their training supervisor in preparing merchandise for a markdown sale. Students should change the prices on items to reflect the new sale price.

References

LAP 40-444

Mathematics in Marketing
Chapter 7

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Part 66

Retailing Principles and Practices
Part 40
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR PRICE CHANGES OF MERCHANDISE

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
406-Knowledge of/or Understanding that The store's methods or procedures used for changing retail stock prices up or down. Common to General Retail Merchandising OTHER CLUSTER COMPETENCIES 444-Skill 426-Knowledge of/or Understanding that	Have students report to you on their training station's procedures for changing retail stock prices up or down. Students should consult with their training supervisor to verify the information and to add to the material if necessary. Have students visit the manager at a local supermarket and determine what method is used for changing retail stock prices up or down. Their findings should be reported to you.	LAP 40-406 Modern Supermarket Operations Chapter 14 Retailing Principles and Practices Part 66 Retail Merchandising Chapter 10 Merchandising Chapter 6 (2nd Edition)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF CORRECT PRICING AND PROMOTIONAL PRICING

What Does the Competent Marketing Employee Do?

494-Attitude

An attitude that one must always be aware of incorrectly priced items since prices change frequently and quickly.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

432-Knowledge of/or Understanding that

Suggested Learning Activities

Have students estimate the gross profit percentage of their training station. Then students should contact their store manager to find out how correct or incorrect they were in their estimate. The training sponsor and student should discuss "why" the estimate was correct or inaccurate.

Have students brainstorm on why merchandise is priced incorrectly, what could be done to alleviate this problem, and why it is important to training stations to have merchandise priced correctly. They can then develop a list of their conclustions.

Have a speaker present to the class how much can be lost or gained by price change.

References

LAP 43-494

Retailing Principles and Practices
Part 14

Buying and Pricing
Chapter 8

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Part 57
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO DETERMINE COMPETITIVE CONDITIONS IN THE STORE'S MARKET AREA

FM-26

Merchandising **8**

What Does the Competent Marketing Employee Do?

438-Skill

In keeping informed of competitive conditions in the market area which the store serves.

Suggested Learning Activities

Lecture about the nature of the private enterprise system and what function competition serves. Include in this discussion store image (both physical and personnel), location, number of competitors in the service area, etc. Then ask students if they "sell" their store by their actions at work and if they are concerned about what the competition does.

Bring in as many ads as there are supermarkets in the area. Compare the ads with the students and determine if anything can be determined from comparing these ads. Ask them how a manager keeps tabs on what the competition is doing such as driving by the store to see how full the parking lot is during peak hours.

References

LAP 44-438

Modern Supermarket
Chapter 25

Marketing and Distribution
Chapter 23, 26

Food Merchandising
Chapters 3, 9

Supermarketing
Chapter 12

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF CORRECT PRICING AND PROMOTIONAL PRICING

FM-27

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
432-Knowledge of/or Understanding that How to take advantage of seasonal price changes in products, pricing items promotionally at the most advantageous time.	Have a supermarket manager or the person in charge of buying seasonal items guest speak on how stores take advantage of seasonal price changes at the most advantageous times.	LAP 43-432 Modern Supermarket Chapter 14 Merchandising Chapter 6 Marketing and Distribution Unit 7
OTHER CLUSTER COMPETENCIES 494-Attitude	Contact a local jobber or wholesale salesperson who deals directly with supermarkets. Have that person guest speak on what approaches they take in dealing with seasonal items that are purchased by supermarkets. Have that person explain the promotional aspect, the discount aspect and any other technique they use in selling directly to supermarkets.	

Cluster Instructional Objective: UNDERSTAND PRICING AND ITS EFFECT ON CUSTOMERS

FM-28

What Does the Competent Marketing Employee Do?

396-Knowledge of/or Understanding that

A knowledge and understanding of the store's price-line structure and pricing policies.

Suggested Learning Activities

Break the students who have career interests in the food marketing industry, into two groups. Each group will interview a supermarket manager to determine the following:

1. Who does the purchasing for the store?
2. What guidelines do they operate under?
3. How much flexibility is there in buying for a supermarket?
4. Can they buy from other sources vs. their usual source?

One group of students should interview a supermarket that is part of a chain and the other group of students should interview a supermarket that is an independent. Compare and discuss the results of the questions.

Discuss with the students how important having a price-line structure and pricing policy is for stores.

References

LAP 38-396

Merchandising
  Chapter 6
  (2nd edition)

Modern Supermarket Operation
  Chapter 14

Food Merchandising
  Chapters 3, 4

Retailing Principles and Practices
  Part 65

Cluster Instructional Objective: ABILITY TO HANDLE MERCHANDISE TO PREVENT INVENTORY SHORTAGES

FM-29

Merchandising 8

What Does the Competent Marketing Employee Do?

441-Skill

In supervising the proper handling of merchandise between warehouse and/or parent store and branch stores to provide merchandise that is timely and protected from inventory losses.

Suggested Learning Activities

Have students describe the procedure for the handling of merchandise from the time it is received at the warehouse to when it is shipped to the retail stores. Also have students include what procedures are implemented to prevent inventory losses due to external or internal forces.

Have students ask their training sponsor about the warehouse orders, how far in advance merchandise must be ordered, and what is done with seasonal merchandise in order to have that merchandise available when it is needed. Have students get several examples of products that are seasonal and some that are not, when they are looked at, when they are ordered, and when they are received.

Give a case problem dealing with a store who called to say that they were out of a special item and the truck has not arrived yet with more of the special item. Use the case problem solving method to determine what could be done until the truck arrives at the store with the special item.

References

LAP 36-441

Customer Services
  Chapter 5
  (2nd edition)

Modern Supermarket Operations
  Chapters 5, 6, 35

Wholesaling and Physical Distribution
  Chapter 9
  (2nd edition)

Supermarketing
  Chapter 12

Marketing and Distribution
  Unit 8

Cluster Instructional Objective: COMPREHENDING THE IMPORTANCE OF BUYING AND SCHEDULING OF DELIVERIES OF FOOD STUFFS

FM-30

Merchandising 8

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
479-Attitude That by maintaining regularly scheduled deliveries of basic foodstuffs such as dairy products and baked goods, the buying responsibility is eased.	Have students list all the various departments contained within a typical supermarket. Then after each department, have them identify how often deliveries are made to the store. Also have them determine who makes the deliveries. If they are unaware of the frequency of deliveries, you could have them ask their training sponsor or local supermarket manager. Discuss the results. Give students a case situation where they are in charge of a new supermarket. One of their new responsibilities is to schedule in all deliveries. When they are to arrive, what time of the week and who is responsible for maintaining basic stock items. Compare the results of this exercise and discuss the findings.	LAP 46-479 Modern Supermarket Operations Chapter 36

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF BUYING AND SELLING MERCHANDISE AT COMPETITIVE PRICES

FM-31

8

Merchandising

What Does the Competent Marketing Employee Do?

489-Attitude

A belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.

Common to
General Retail Merchandising

Suggested Learning Activities

Have the students develop a list of factors that influence buying and pricing of merchandise.

Have students interview local merchants and discuss how buying and pricing strategy has made them successful. Report results of interview to class and discuss the various answers.

References

LAP 42-489

Retail Principles and Practices
Part 68

Merchandising
Chapter 6
(2nd Edition)

Buying and Pricing
Chapter 8

Cluster Instructional Objective: ABILITY TO RELATE STORE MAINTENANCE TO SMOOTH OPERATIONS

FM-1

What Does the Competent Marketing Employee Do?

750-Attitude

An attitude showing advantages of a well-kept store are a primary means of attracting and holding business.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

696-Skill

Suggested Learning Activities

Have students survey customers on their opinion of a stores appearance.

Have students write an essay on why it is important to keep a business attractive and well maintained.

Have students cite examples of how their training stations try to maintain a well-kept appearance. Follow with a discussion on why these procedures are important to the business.

Have the students evaluate three businesses as to their appearance answering the following question: Does the type of customer vary with type of business appearance and image?

References

LAP 1-750

Retailing Principles and Practices
Parts 31, 32

Fundamentals of Selling
Chapter 5, Part b

Retail Merchandising
Chapter 3

Retail Selling
Chapter 6

Retailing Principles and Practices
Part 63
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE STORE MAINTENANCE TO SMOOTH OPERATION

9

Operations

What Does the Competent Marketing Employee Do?

696-Skill

Skill in handling and caring for store equipment.

Common to
Wholesaling

OTHER CLUSTER COMPETENCIES

750-Attitude

Suggested Learning Activities

Have students discuss with their training sponsor or supervisor how employees can help care for equipment through proper handling. Then students should develop a list of ways employees should handle and care for equipment. The students should turn the list in to you.

Have students prepare a bulletin board display showing ways employees should properly handle and care for equipment.

Have students design a poster that could be used to promote proper handling and caring of equipment at their training station. Then have students obtain permission to post the sign at their training station.

Have students brainstorm the topic "What I Can Do to Aid in Handling and Caring for Equipment."

Have students read the section on "Preventing Stock Shortages and Theft."

References

LAP 1-696

Stocking, Marking and Displaying
Assignment 20

Warehouse Management
Assignment 15

Retailing, Principles and Practices
Part 32

Modern Supermarket Operation
Chapter 22

General Merchandising
Assignment 2, 7, 10, 11

Cluster Instructional Objective: ABILITY TO HANDLE INCOMING MERCHANDISE

FM-3

9 Operations

What Does the Competent Marketing Employee Do?

701-Skill

Skill in determining shipping and receiving discrepancies and taking the proper action.

Common to **Wholesaling**

702-Skill

Skill in quickly routing merchandise from the receiving dock to the proper selling department or its designated stock area in the warehouse.

Common to Wholesaling

OTHER CLUSTER COMPETENCIES

784-Attitude

Suggested Learning Activities

Have students prepare a bulletin board showing how merchandise is routed from the receiving dock to the proper selling department.

Have students visit a department store and have the manager walk them through the route merchandise follows from the receiving dock to the proper selling departments.

Have students read the section on "Receiving and Checking."

Have students read the section on "Storing and Arranging Merchandise."

Have students read the chapter on "Receiving and Marking Merchandise."

or

Have students read the section on "Storing and Arranging Merchandise."

or

Have students read the chapter on "Receiving and Marking Merchandise."

References

LAP 4-701

Retailing Principles and Practices
Part 13

Retail Merchandising
Chapter 9, d

Retail Selling
Chapter 33

Warehouse Management
Assignment 15

Grocery Merchandising
Assignment 10

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO HANDLE INCOMING MERCHANDISE

What Does the Competent Marketing Employee Do?

784-Attitude

Recognize losses because of damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

Common to **Wholesaling**

OTHER CLUSTER COMPETENCIES

701-Skill
702-Skill

Suggested Learning Activities

Have students read the following case study and then answer the following questions:

A grocery store ordered six cases of apple sauce, three cases of which were in cans at $4.20 each and three cases in glass jars at $4.80 per case. When the stockperson was moving the above merchandise to the sales floor, the stockperson ran the two-wheel hand truck into a customer's grocery cart, causing two cases to fall to the floor. One case contained twelve glass jars, six of which broke. The other case contained twelve cans of apple sauce, five of which were badly dented. Retail selling price per case of canned apple sauce is $5.40 and per case of glass jars of apple sauce is $6.00. Assume that the dented and broken merchandise is not salable.

1. Identify the losses and their costs.
2. Determine the percentage of the total cost of goods which are not salable.
3. Determine how much of the gross sales is lost because of the non-salable items.
4. Determine the total retail value of the orig[illegible]l order.

(Contin[illegible]d on following page)

References

LAP 4-784

Modern Supermarket Operation
Assignment 1, 14, 15, 28

Buying Guide,
Pages 1-15

Display Ideas for Supermarkets
Chapter 12

Stocking, Marking and Displaying
Assignments 19, 20

Warehousing
Assignments 9-19

Merchandising in Action
Chapter 3

Grocery Merchandising
Assignment 12, 24

Cluster Instructional Objective: ABILITY TO HANDLE INCOMING MERCHANDISE (CONTINUED)

FM-5

9

Operations

What Does the Competent Marketing Employee Do?

784-Continued

Suggested Learning Activities

5. What percent of the total retail value is the retail value of the goods lost?

Have students identify examples of how merchandise has been damaged or spoiled due to employee mishandling. Have them estimate how much money was lost due to the errors, how the errors could have been corrected, and why this is important to the store's profit picture.

References

LAP 4-784

Retailing Principles and Practices
  Part 19
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO COMPREHEND THE IMPORTANCE OF A STORE'S RECEIVING PROCEDURES

FM-6

What Does the Competent Marketing Employee Do?

641-Knowledge of/or Understanding that

The bookkeeping and accounting process which accompanies the receiving and marking system.

OTHER CLUSTER COMPETENCIES

638-Knowledge of/or Understanding that

Suggested Learning Activities

Lecture to the students on how the bookkeeping and accounting process works on receiving and marking merchandise. Then ask for student input on how their training station system works.

Ask a bookkeeper from a local supermarket to guest lecture explaining how the bookkeeping and accounting process which accompanies the receiving and marking system works.

References

LAP 5-641

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, b

Retailing Principles and Practices
Part 13

Warehouse Management
Assignment 15

Grocery Merchandising
Assignment 10

Wholesaling and Physical Distribution
Chapters 5, 7, 8

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO COMPREHEND THE IMPORTANCE OF A STORE'S RECEIVING PROCEDURES

FM-7

What Does the Competent Marketing Employee Do?

638-Knowledge of/or Understanding that

The procedures involved in checking merchandise in against an invoice.

Common to Wholesaling

OTHER CLUSTER COMPETENCIES

641-Knowledge of/or Understanding that

Suggested Learning Activities

Have students ask the person responsible for receiving shipments at the school to explain the step-by-step process of accepting a shipment. Then students can compare the school's process with that of some other business (could be their training station).

Set up for a role-play the process followed for receiving a shipment of merchandise from a trucking company. You will need to collect a quantity of boxes and papers representing the necessary forms. One student should represent the receiving clerk and another should represent the shipper. Other students could be additional receiving assistants. The rest of the group should observe the role-play and make comments on improving the procedure.

Have students visit the receiving department of a local warehouse. They should have the manager show them the procedures followed in accepting a shipment from a carrier.

Have students read the chapter on "Receiving and Marking Merchandise."

References

LAP 5-638

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, b

Retailing Principles and Practices
Part 13

Warehouse Management
Assignment 15

Grocery Merchandising
Assignment 10

Wholesaling and Physical Distribution
Chapters 5, 7, 8

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND PROBLEMS IN RECEIVING SHIPMENTS OF MERCHANDISE

FM-8

6 Operations

What Does the Competent Marketing Employee Do?

643-Knowledge of/or Understanding that

Knowledge of how to follow through on non-delivered or lost merchandise.

OTHER CLUSTER COMPETENCIES

642-Knowledge of/or Understanding that
703-Skill
706-Skill

Suggested Learning Activities

Have students complete the following case problem:

You are a receiving clerk for Kleins, Inc. Yesterday you were told to expect a shipment of electric knives in the afternoon. Investigation discloses that the merchandise either has not been shipped or it is lost. Explain the correct procedures for non-delivered or lost merchandise.

References

LAP 6-643

Food Distribution
Page 46

Modern Supermarket Operations
Chapter 6

Stocking, Marking and Displaying
Assignments 19, 20

Retail Selling
Chapter 33

Retailing Principles and Practices
Parts 13, 14

Grocery Merchandising
Assignment 10

Cluster Instructional Objective: ABILITY TO UNDERSTAND PROBLEMS IN RECEIVING SHIPMENTS OF MERCHANDISE

FM-9

What Does the Competent Marketing Employee Do?

642-Knowledge of/or Understanding that

Knowledge of the procedures for filing claims for merchandise damages, shortages and over-charges on carriers or manufacturers.

OTHER CLUSTER COMPETENCIES

643-Knowledge of/or Understanding that
703-Skill
706-Skill

Suggested Learning Activities

Have students interview a person in charge of receiving at their training station. The students should specifically find out how to file damage and loss claims. They should also find out if there are different types of claims that can be made against a carrier, and if so, find out the procedures for the different types.

References

LAP 6-642

Food Distribution
  Page 46

Modern Supermarket Operations
  Chapter 6

Stocking, Marking, and Displaying
  Assignments 19, 20

Retail Selling
  Chapter 33

Retailing Principles and Practices
  Parts 13, 14

Grocery Merchandising
  Assignment 10

Retailing Principles and Practices
  Unit 19
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND PROBLEMS IN RECEIVING SHIPMENTS OF MERCHANDISE

FM-10

9

Operations

What Does the Competent Marketing Employee Do?

706-Skill

Skill in following through on non-delivered or lost merchandise.

OTHER CLUSTER COMPETENCIES

642-Knowledge of/or Understanding that
643-Knowledge of/or Understanding that
703-Skill

Suggested Learning Activities

Devise a case problem in which ordered merchandise did not arrive at the store when it was supposed to. Have students list in writing the steps to be followed in tracing the lost or non-delivered merchandise.

References

LAP 6-706

Display Ideas for Supermarkets
Chapter 12

Stocking, Marking and Displaying
Assignments 20, 21, 23

Retailing Principles and Practices
Unit 5

Grocery Merchandising
Assignment 11

Produce Merchandising
Assignment 6

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND PROBLEMS IN RECEIVING SHIPMENTS OF MERCHANDISE

FM-11

What Does the Competent Marketing Employee Do?

703-Skill

Skill in determining the priority for processing (in receiving and marking) merchandise.

OTHER CLUSTER COMPETENCIES

642-Knowledge of/or Understanding that
643-Knowledge of/or Understanding that
706-Skill

Suggested Learning Activities

Give students a list of items which are often received in grocery stores. (Such as milk, potatoes, canned corn, etc.) Have them list the order in which the food items should be received and marked for placement on the shelves.

References

LAP 6-703

Display Ideas for Supermarkets
Chapter 12

Stocking, Marking, and Displaying
Assignments 20, 21, 23

Retailing Principles and Practices
Unit 5

Grocery Merchandising
Assignment 11

Produce Merchandising
Assignment 6

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO HANDLE INCORRECTLY RECEIVED MERCHANDISE

FM-12

What Does the Competent Marketing Employee Do?

639-Knowledge of/or Understanding that

Knowledge of the procedures for handling incorrect amounts or types of merchandise received.

707-Skill

In handling incorrect amounts or types of merchandise received.

Common to
Wholesaling

OTHER CLUSTER COMPETENCIES:

760-Attitude
700-Skill

Suggested Learning Activities

Conduct a class discussion or have students debate on which procedure is best when returning merchandise. Students could use their training station procedure as an example.

Have a group of students make a bulletin board illustrating the variety of possibilities available for disposing incorrect amounts or types of goods received by a store. Each member of the group should describe one of the procedures involved in handling the incorrect merchandise. A tape recording should be made of each student's description. When someone is looking at the bulletin board they can play the recording.

References

LAP 7-639

Retailing Principles and Practices
Part 13

Retail Merchandising
Chapter 9, b

Retail Selling
Chapter 33

Warehouse Management
Assignment 15

Grocery Merchandising
Assignment 10

Wholesaling and Physical Distribution
Chapters 5, 7, 8
(2nd Edition)

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO HANDLE INCORRECTLY RECEIVED MERCHANDISE

FM-13

What Does the Competent Marketing Employee Do?

700-Skill

Skill in properly packing or wrapping merchandise being returned to a vendor.

Common to
Wholesaling

OTHER CLUSTER COMPETENCIES

639-Knowledge of/or Understanding that

Suggested Learning Activities

Obtain from the post office, the instructions on how to properly wrap parcels. After a short demonstration, have students practice wrapping parcels using boxes which they brought to class.

After having students read a selected reference, have them list and describe the steps necessary to take in returning merchandise to the vendor.

References

LAP 7-700

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 12, n

Fundamentals of Selling
Chapter 7, d
Chapter 12, e

Retailing Principles and Practices
Part 19
(7th Edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO HANDLE INCORRECTLY RECEIVED MERCHANDISE

FM-15

What Does the Competent Marketing Employee Do?

760-Attitude

An awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.

Common to Wholesaling

OTHER CLUSTER COMPETENCIES

639-Knowledge of/or Understanding that
707-Skill

Suggested Learning Activities

Have students complete one of the following case problems.
Case Problem #1: The ABC Department Store ordered a variety of items from Morris Wholesale Supply for a special sale on February 2. On January 10 they received shipment of the goods and discovered the following problems:

A. Of 2 dozen typewriters, 4 had paint chipped off the cover and one was dented beyond repair.
B. 500 reams of erasable bond typing paper at $1.00 per ream was ordered. Instead, they received 600 reams of a somewhat inferior quality paper at 80¢ a ream and were billed for the one shipped.
C. 100 notebooks were received instead of 150 notebooks. There was no backorder information on the invoice.

Decide what steps should be taken in handling each problem.

Case Problem #2: A wholesaler made a special truckload deal for an assortment of Welch's products including jam, jelly, and juices in a variety of sizes and containers.

(Continued [illegible] following page)

References

LAP 7-760

Retailing Principles and Practices
Part 13

Retail Merchandising
Chapter 9, b

Retail Selling
Chapter 33

Warehouse Management
Assignment 15

Grocery Merchandising
Assignment 10

Retailing Principles and Practices
Part 19, 38
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO HANDLE INCORRECTLY RECEIVED MERCHANDISE (CONTINUED)

What Does the Competent Marketing Employee Do?

760–Continued

Suggested Learning Activities

After the truck has been unloaded you were 7 cases short out of 500. You only took a total count.

Decide what steps should be taken in handling this problem.

References

Cluster Instructional Objective: ABILITY TO MAINTAIN EFFICIENT STOCK OPERATIONS

FM-16

9

Operations

What Does the Competent Marketing Employee Do?

698-Skill

Skill in transferring stock to branch stores so that it remains in good selling conditions.

OTHER CLUSTER COMPETENCIES

704-Skill

Suggested Learning Activities

Have students brainstorm a list of precautions which should be taken in transferring stock to branch stores.

Give students a case problem in which the following merchandise is being transferred to a branch store: 2 sets of dishes, 4 better dresses, 1 electric stove, 1 carton of books, 4 baskets of fruit, and 6 pairs of shoe skates. Have them list in order the way the merchandise would be loaded on the truck. When students are answering, be sure they demonstrate skill in anticipating possible damage to goods in transit.

References

LAP 8-698

Display Ideas for Supermarkets
  Chapter 12

Stocking, Marking, and Displaying
  Assignments 20, 21, 23

Retailing Principles and Practices
  Unit 5

Warehousing
  Assignments 17, 18

Grocery Merchandising
  Assignment 11

Produce Merchandising
  Assignment 6

Working for a Wholesaler
  Pages 81-110

Retailing Principles and Practices
  Part 19
  (7th edition, 1981
  tentative)

Cluster Instructional Objective: ABILITY TO MAINTAIN EFFICIENT STOCK OPERATIONS

FM-17

9

Operations

What Does the Competent Marketing Employee Do?

704-Skill

Skill in keeping informed of new developments in shipping, receiving and marketing methods and facilities, adapting those which will prove beneficial to the store.

OTHER CLUSTER COMPETENCIES

698-Skill

Suggested Learning Activities

Have students read a reference from a magazine pertaining to new developments in receiving and marking methods or equipment. The article should be summarized by ideas identified that could be used in either the school store or the student's training station. Trade magazines which may be helpful are Modern Packaging, Shipping Digest, Progressive Grocer, Container News, Chain Store Age, Stores, or Business Week.

References

LAP 8-704

Display Ideas for Supermarkets
Chapter 12

Stocking, Marking, and Displaying
Assignments 20, 21, 23

Retailing, Principles and Practices
Unit 5

Retailing, Principles and Practices
Parts 19, 20
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

FM-18

Operations

9

What Does the Competent Marketing Employee Do?

709-Skill

Skill in putting price tickets on various types of merchandise.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

645-Knowledge of/or Understanding that
644-Knowledge of/or Understanding that
710-Skill

Suggested Learning Activities

Bring in various empty bottles, boxes, and different types of price marking labels. Have students determine which type of label goes on which type of package and where it should be placed.

Bring in price-marking labels to show students how the labels are premade for attachment to goods.

Have students read the section on "Marking Merchandise and Stockkeeping" in Retailing Principles and Practices.

Have students read the section on "Marking Merchandise" in Retail Merchandising.

Have students read the section on "Receiving and Marking Merchandise" in Retail Selling.

References

LAP 9-709

Grocery Merchandising
  Assignment 10, 11, 12

Stocking, Marking, and Displaying
  Assignment 24

Retailing Principles and Practices
  Part 14

Retail Merchandising
  Chapter 9, c

Retail Selling
  Chapter 33

Retail Principles and Practices
  Part 20
  (7th Edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

FM-19

What Does the Competent Marketing Employee Do?

644-Knowledge of/or Understanding that

Knowledge of how to operate price-marking machines.

Common to
   General Retail Merchandising

OTHER CLUSTER COMPETENCIES

645-Knowledge of/or Understanding that
710-Skill
709-Skill

Suggested Learning Activities

Bring to class examples of different types of merchandise tags and give a demonstration on how the different tags should be placed on merchandise.

Have students find out from their training stations or other retail businesses what types of merchandise tags and price-marking machines are used. Through a class discussion, compare and contrast the types of label and marking machines used.

References

LAP 9-644

General Merchandising
   Assignments 10, 11, 22

Modern Supermarket Operation
   Assignments 20, 21

Retail Merchandising
   Chapter 10

Retailing Principles and Practices
   Parts 14, 65, 66

LAP 9-645

General Merchandising
   Assignments 10, 11, 22

Modern Supermarket Operation
   Assignments 20, 21

Retail Merchandising
   Chapter 10

Retailing Principles and Practices
   Parts 14, 65, 66

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

FM-20

9

Operations

What Does the Competent Marketing Employee Do?

645-Knowledge of/or Understanding that

Knowledge of how to put price tickets on various types of merchandise.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

644-Knowledge of/or Understanding that
710-Skill
709-Skill

Suggested Learning Activities

Bring to class examples of different types of merchandise tags and give a demonstration on how the different tags should be placed on merchandise.

Have students find out from their training stations or other retail businesses what types of merchandise tags and price-marking machines are used. Through a class discussion, compare and contrast the types of label and marking machines used.

If possible have a field trip to local retail businesses to investigate pricing, marking, and the stockroom procedures in various types of retail businesses.

References

LAP 9-645

General Merchandising
  Assignments 10, 11, 22

Modern Supermarket Operation
  Assignments 20, 21

Retail Merchandising
  Chapter 10

Retailing Principles and Practices
  Parts 14, 65, 66

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

FM-21

9

Operations

What Does the Competent Marketing Employee Do?

710-Skill

Skill in operating price-marking machines.

Common to

General Retail Merchandising

OTHER CLUSTER COMPETENCIES

645-Knowledge of/or Understanding that
644-Knowledge of/or Understanding that
709-Skill

Suggested Learning Activities

Bring to class examples of different types of merchandise tags and give a demonstration on how the different tags should be placed on merchandise.

Have students find out from their training stations what types of merchandise tags and price-marking machines are used through a class discussion, compare and contrast the types of label and price-marking machines used.

References

LAP 9-710

Grocery Merchandising
Assignments 10, 11, 22

Modern Supermarket Operation
Assignments 20, 21

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Parts 14, 65, 66

Retailing Principles and Practices
Part 20
(7th Edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF MAINTAINING STOCK LEVELS

FM-22

What Does the Competent Marketing Employee Do?

648-Knowledge of/or Understanding that

Knowledge of the various types of storage--within store (stockroom), outside-the-store (warehouse) and returned goods.

OTHER CLUSTER COMPETENCIES

637-Knowledge of/or Understanding that

Suggested Learning Activities

Have students determine where the following types of merchandise would be stored if it was within the store and if it was in the warehouse.

1. Loose items
2. Large boxes
3. Small items
4. Fast-selling goods
5. Related goods

References

LAP 10-648

Grocery Merchandising
Assignment 10

Produce Merchandising
Assignments 3-7

Display Ideas for Supermarkets
Chapter 12

Modern Supermarket Operations
Assignments 4, 24, 28

Retail Merchandising
Chapter 12, d

Food Distribution
Pages 6-7

Retailing Principles and Practices
Part 21
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF MAINTAINING STOCK LEVELS

FM-23

What Does the Competent Marketing Employee Do?

637-Knowledge of/or Understanding that

The amount on hand of various items which is considered an adequate supply.

OTHER CLUSTER COMPETENCIES

648-Knowledge of/or Understanding that

Suggested Learning Activities

Have students interview their training station or local supermarket manager on how the amount on hand of various items which is considered an adequate supply is determined. Have them report to you.

Give students a list of items that you know sells at a different rate. Ask students to estimate how many cases of the variety of merchandise is sold at their training station. This would not include items on special. Then have them ask the grocery manager to write in besides each item how many on the average is sold. Discuss the findings.

References

LAP 10-637

Grocery Merchandising
  Assignment 10

Produce Merchandising
  Assignments 3-7

Display Ideas for Supermarkets
  Chapter 12

Modern Supermarket Operations
  Assignments 4, 24, 28

Retail Merchandising
  Chapter 12, d

Food Distribution
  Pages 6-7

Retailing Principles and Practices
  Part 21
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF STOCK MANAGEMENT TO SUCCESSFUL BUSINESS OPERATIONS

FM-24

9

What Does the Competent Marketing Employee Do?

667-Knowledge of/or Understanding that

How to check on turnover, prices, etc., for best shelf-space and floor-space management.

Suggested Learning Activities

Visit a local supermarket and ask the grocery manager to demonstrate to the students how turnover is determined in dealing with shelf-space and floor-space management.

Have students interview their training supervisor or a local supermarket manager to determine how shelf-space is determined for the merchandise.

Ask students with experience in the food industry to explain how shelf-space is allocated. Discuss.

References

LAP 12-667

Grocery Merchandising
Assignment 12

Warehouse Management
Assignment 15

Retail Merchandising
Chapter 3, d

Retailing Principles and Practices
Part 32

Operations

Cluster Instructional Objective: COMPREHEND HOW TO REQUISITION SUPPLIER NECESSARY FOR STORE OPERATION

FM-25

9

Operations

What Does the Competent Marketing Employee Do?

635-Knowledge of/or Understanding that

Knowledge of how to requisition and obtain supplies needed by the department such as **wrapping supplies and report forms.**

Common to
General Retail Merchandising

Suggested Learning Activities

Have students find out what the process is for requisitioning supplies by departments at their training station.

Have several students bring in requisition forms from their departments and demonstrate to the class how they should be completed.

Have students compare the procedures used at the various retail businesses and make a list of the most common procedures.

References

LAP 13-635

Retailing Principles and Practices
Parts 32, 49

Retail Selling
Chapter 16

Modern Supermarket Operations
Chapter 5

Retail Merchandising
Unit 5

Retailing Principles and Practices
Part 32
(7th Edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF THE PROCEDURES NECESSARY FOR CHECK-OUT AT THE END OF THE WORKING DAY

FM-26

What Does the Competent Marketing Employee Do?

632-Knowledge of/or Understanding that

Knowledge of how to "close out" the department at the end of the selling day.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students talk to their training supervisor or other retail supervisor about the procedures for closing out at the end of the day.

Invite a representative from National Cash Register to give a demonstration on point-of-sale terminals and how information can be transferred from the terminals to a daily sales slip.

Have students make a list of five key tasks and five secondary tasks that might be completed by a salesperson at the end of the day.

Have students develop a check-list of tasks performed by a checker when leaving the register at closing time. The students should submit the list to you.

Have students develop a check-list of tasks performed by a sales clerk before leaving the store at closing time. The students should submit the list to you.

References

LAP 14-632

Fundamentals of Selling
Chapter 15, a

Retail Selling
Chapter 12

Checker-Cashier
Section 7

Modern Supermarket Operations
Chapter 5

Retailing Principles and Practices
Parts 8, 28, 32, 53
(7th Edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THAT CONTROLLING EXPENSES SHOWS A DIRECT IMPACT ON THE STORE'S PROFIT PICTURE

FM-27

What Does the Competent Marketing Employee Do?

618-Knowledge of/or Understanding that

Understanding that seemingly small savings in some expense areas can mean a substantial grain in profits.

OTHER CLUSTER COMPETENCIES

752-Attitude
617-Knowledge

Suggested Learning Activities

Have students complete the following case problem:

Case Problem: The owner of a retail store is concerned with the relatively large expenses in operating the business. The expense areas the owner is mainly concerned with are (listed as a percent of sales): Buying expense - 7%; supplies expense - 8%; payroll expense - 15%; receiving expense - 6%. If total sales equaled $200,000, how much could the owner add to profit if these expense areas were decreased by the following amounts: Buying expense - 1%; supplies expense - 2%; payroll expense - 3%; receiving expense - .5%.

Have students complete the following case problem:

Case Problem: The Drake Department Store spent $7,954.32 on sales slips last year. Ten percent of the sales slips used were written out incorrectly and thus void. If the amount of void sales slips was cut down to 5%, how much can the Drake Department Store reduce this unnecessary expense.

References

LAP 15-618

Retail Merchandising
Unit 5

Modern Supermarket Operations
Chapters 5, 23

Front End Operations
Page 1
Assignments 1, 13

Retailing Principles and Practices
Unit 4

Retailing Principles and Practices
Part 68
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THAT CONTROLLING EXPENSES SHOWS A DIRECT IMPACT ON THE STORE'S PROFIT PICTURE

What Does the Competent Marketing Employee Do?

752-Knowledge of/or Understanding that

A realization that expenses are an influential factor in merchandising profitably.

Common to
  Wholesaling

OTHER CLUSTER COMPETENCIES

617-Knowledge of/or Understanding that
618-Knowledge of/or Understanding that

Suggested Learning Activities

Have students complete the following case problem:

The carry-out baggers at the ABC Grocery are instructed to put all canned goods in one bag, all dry goods in another bag, and all frozen and meat goods in a third bag. Each bag costs 3/4 cent, so this means that for every customer it costs at least 2 1/4 cents for grocery bags. It was suggested that the dry goods could be put on top of the canned goods or the frozen and meat goods. This would mean each customer would need two bags instead of three. How much money could be saved per day? If the store served 200 customers per day?, per month?, per year?. Use a 30-day month, 360-day year.

References

LAP 15-752

Modern Supermarket Operations
  Chapters 5, 23

Front End Operations
  Page 1
  Assignments 1, 13

Grocery Merchandising
  Page 1-4
  Assignment 1

Retail Merchandising
  Chapter 17, c

Retailing Principles and Practices
  Part 68
  (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THAT CONTROLLING EXPENSES SHOWS A DIRECT IMPACT ON THE STORE'S PROFIT PICTURE

What Does the Competent Marketing Employee Do?

617-Knowledge of/or Understanding that

Understand that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

618-Knowledge of/or Understanding that
752-Attitude

Suggested Learning Activities

Have students give at least one example of how employees can help control expenses for each of the following expense areas: receiving, pricing and marking, customer services, stocking, payroll expense.

Give students a case problem in which they have just been hired as the general manager. Until three years ago their store had an increase in both sales and profit each year. Since that time, sales have remained steady, but expenses have gone up to the point where the store has lost money this past year. The bookkeeper has given the manager an analysis of the store's operations: gross sales - $500,000; cost of goods, $300,000; fixed expenses, $50,000; payroll and fringes, $60,000; other variable operating expenses, $20,000; advertising, $25,000; shortages and markdowns, $40,000; closing inventory, $200,000 at retail.

Have students list at least four areas of expense and give at least two ways expenses may be controlled for each area.

References

LAP 15-617

Modern Supermarket Operation
Assignment 5, 9, 11

Stocking, Marking and Displaying
Assignment 19, 20

Fundamental Store Operations
Assignment 1, 13

Front End Operations
Assignment 10

Wholesale Management

Wholesaling
Chapter 3

Grocery Merchandising
Assignment 7

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF CHECK-AUTHORIZATION PROCEDURES

FM-30

Operations

9

What Does the Competent Marketing Employee Do?

775-Attitude

That since cashing checks is a risky business every precaution should be taken when cashing them.

Common to
   General Retail Merchandising

Suggested Learning Activities

Have students view the filmstrip "Checks." Then have students summarize the points covered in the firmstrip.

Have students do the programmed instruction series "Cashing Checks" from National Cash Register Company.

Have students read the pamphlet "The Use of the Cash Register." Then students can summarize in writing the points contained in the pamphlet.

References

LAP 16-775

Retail Selling
   Pages 163-167

Retailing Principles and Practices
   Part 10

Checker-Cashier
   Pages 101-102

Front End Operations
   Assignment 7

The Cashier Series

Cluster Instructional Objective: UNDERSTAND THE NECESSARY PROCEDURES FOR HANDLING SHOPLIFTERS

FM-31

What Does the Competent Marketing Employee Do?

651-Knowledge of/or Understanding that

Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.

Common to
  General Retail Merchandising

OTHER CLUSTER COMPETENCIES

699-Skill

Suggested Learning Activities

Have students view the slide presentation "The Employee's Role in Theft Reduction."

Have students explain their training stations' policies and procedures on shoplifting. Have students find out how the training station controls shoplifting. Then discuss with students various methods of controlling shoplifting that are used by other stores in town.

Have students view the film "That Final Touch" (Continental Film). Then discuss with students the points covered in the film.

References

LAP 22-651

Retailing Principles and Practices
  Part 15

Retail Selling
  Chapter 31

Retail Merchandising
  Chapter 17, d

Fundamentals of Selling
  Pages 398-400

Retailing Principles and Practices
  Part 31
  (7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE NECESSARY PROCEDURES FOR HANDLING SHOPLIFTING

FM-32

9

Operations

What Does the Competent Marketing Employee Do?

699-Skill

In recognizing and handling shoplifting.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

651-Knowledge of/or Understanding that

Suggested Learning Activities

Invite a member of the local police force to give a presentation on common techniques used by shoplifters. Have the presentation include what procedures a clerk should follow when handling a shoplifting situation.

Have students interview a security guard to determine what behaviors are observed in customers in order to detect shoplifters.

Have cooperative DE students become familiar with the shoplifting policies at their training station.

References

LAP 22-699

Retail Merchandising
Chapter 17, d

Fundamentals of Selling
Chapter 12, e

Retail Selling
Chapter 31

Modern Supermarket Operation
Chapters 22, 23

Retailing Principles and Practices
Part 31
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF SANITATION TO STORE IMAGE

FM-33

What Does the Competent Marketing Employee Do?

793-Attitude

Understand that a high level of sanitation is necessary to maintain customer patronage.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students discuss what their reaction would be if they entered a store which had dusty shelves, a dirty floor, and soiled merchandise.

Have students brainstorm a list of characteristics employees should possess which indicate a high level of sanitation.

Have students interview local managers on the activities their salesperson must do daily that are considered housekeeping activities. They should make a list and turn it in to you.

References

LAP 23-793

Front End Operations
Assignments 1-2, 12-13

Food Distribution
Page 44

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Parts 31, 32

Fundamentals of Selling
Chapter 5, b

Retail Merchandising
Chapter 3

Retail Selling
Chapter 6

Modern Supermarket Operation
Chapter 22

Food Store Housekeeping

Retailing Principles and Practices
Part 16
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF GOOD MEAT AND PRODUCE QUALITY CONTROL

FM-34

What Does the Competent Marketing Employee Do?

727-Skill

Ability to distinguish proper quality and freshness when checking in shipments of produce, fruits, meats, etc.

Suggested Learning Activities

Have students collect pictures (draw, trace, copy, or cut out) of the most common produce items. Have students make a notebook of these pictures and identify quality factors for each item.

For each of the following items, have students explain which ones would be returned to the seller and why:

1. Grapes falling off the stem.
2. Globe onions with new sprouts.
3. Flabby carrots with extra long roots.
4. Cauliflower with loose curd.
5. Snap beans with a velvety touch.
6. Pineapple with purplish-green skin color.

References

LAP 28-727

Stocking, Marking, and Displaying
  Assignments 20, 21, 25

The Buying Guide for Fresh
  Fruits, Vegetables & Nuts

Modern Supermarket Operations
  Assignments 14-15, 28

Produce Merchandising
  Assignment 4

Produce Care Preparation and
  Merchandising

Retailing Principles and Practices
  Part 59
  (7th edition, 1981
  tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF GOOD MEAT AND PRODUCE QUALITY CONTROL TO CUSTOMER SATISFACTION

What Does the Competent Marketing Employee Do?

724-Skill

Ability to determine when newly-received produce is of unsatisfactory quality and should be returned to the supplier or warehouse.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students collect pictures (draw, trace, copy, or cut out) of the most common produce items. Have students make a notebook of these pictures and identify quality factors for each item.

For each of the following items, have students explain which ones would be returned to the seller and why:

1. Grapes falling off the stem
2. Globe onions with new sprouts
3. Flabby carrots with extra long roots
4. Cauliflower with loose curd
5. Snap beans with a velvety touch
6. Pineapple with purplish-green skin color

References

LAP 28-724

Warehousing
Assignments 10-16

Wholesaling
Chapter 6

Wholesale Management
Assignment 5

Produce Merchandising

Cluster Instructional Objective: COMPREHEND THAT STORE POLICIES DEALING WITH EMPLOYEES ARE WRITTEN FOR THE BENEFIT OF BOTH THE EMPLOYER AND THE EMPLOYEES

FM-36

9

Operations

What Does the Competent Marketing Employee Do?

1163-Knowledge of/or Understanding that

Knowledge of the rules, policies, and/or regulations pertaining to absenteeism of personnel.

Common to **Wholesaling**

Suggested Learning Activities

Have students do a small research project on the expense of employee absenteeisms and how it affects operations. They can get this information from management journals or personnel management journals. This could be a written report.

References

Warehouse Management
Assignment 5 & 14

Front End Operations
Assignment 1 & 13

Produce Merchandising
Assignment 13

Grocery Merchandising
Pages 1 & 2

Retailing Principles and Practices
Part 57

Retail Merchandising
Chapter 5,e

Fundamentals of Selling
Chapter 7, e

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE PROPER PROCEDURES FOR HANDLING MEAT AND PRODUCE

FM-37

9

Operations

What Does the Competent Marketing Employee Do?

729-Skill

Skill in using scales and skids in processing meats, produce, etc.

Suggested Learning Activities

Invite a scale salesperson to talk to the class on the different types and principle uses of common scales. After the presentation have students prepare a poster or bulletin board summarizing the presentation.

Have students do research to determine the type and uses of the following scales and skids:

Major types of scales: bar, fan, and platform or bean bay.

Major types of skids: standard skid, disposable skid, and double-faced skid.

References

LAP 29-726

The Buying Guide

Food Distribution
Pages 21-28

Modern Supermarket Operations
Assignments 12-15

Stocking, Marking, and Displaying
Assignment 19

Produce Merchandising
Assignment 6

Grocery Merchandising
Assignment 11

Produce Care Preparation and Merchandising

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE OPERATION OF THE BOTTLE RETURN SYSTEM

FM-38

9

Operations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1131-Knowledge of/or Understanding that The bottle return system as it applies to both the customer and vendor.	Have students with experience in supermarkets describe how their store handles bottle return. Then ask for comments from the rest of the students on improving the system from the standpoint of customer convenience, store expense and vendor handling. Have students interview supermarket managers or service representatives to determine how that store handles bottle return. Have each student report their findings to the class and then discuss the similarities and differences. Then try to arrive at the best solution which includes the customer, vendor and store.	Modern Supermarket Operations Chapter 3

Cluster Instructional Objective: ABILITY TO USE INVENTORY ORDERING EQUIPMENT

FM-39

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1130-Skill In using electronic equipment such as MSI as a tool for ordering stock.	Have students interview a grocery manager or assistant manager or person in charge of ordering stock. Determine if they use some type of electronic equipment for ordering. Have them report their findings to you or the class. Secure from a local supermarket an electronic piece of equipment for ordering equipment and demonstrate to the class how it works and how the entire ordering system works. Secure an operation manual that shows the operation of an electronic equipment ordering device. Using the opaque projector, demonstrate to the students how the equipment works.	MSI Operating Manual (Jewel Foods) Modern Supermarket Operations Chapter 21

Cluster Instructional Objective: ABILITY TO DEMONSTRATE THE USE OF CLEAN-UP EQUIPMENT

FM-40

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1128-Skill In operating and maintaining clean-up equipment.	Have students with career objectives in food marketing visit with the janitors in the school building. Have the janitors demonstrate the different types of clean-up equipment that they use and some of the techniques involved. If possible, have the students try to operate some of the equipment. Visit a local distributor of clean-up equipment for a demonstration and instruction on the use of the equipment. Have students, with experience in the food marketing industry, explain to the other students what type of equipment is available and what type of equipment they use where they work. This can be a panel presentation.	Modern Supermarket Operations Chapters 22, 32

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF UNDERSTANDING UNION-MANAGERIAL AGREEMENTS

FM-41

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1124-Knowledge of/or Understanding that The union-management agreements that deal with employee relations.	Ask a local representative of a food marketing industry union to speak to the class on the importance of knowing about the agreements between unions and management. Also have that person explore the benefits of a union and the purposes. Caution must be exercised when talking about joining unions and that everyone should belong to one. Politics should be kept out of the discussion. Secure a copy of a union agreement from a local supermarket. Go over this agreement with the students and discuss the various parts of the agreement. Then discuss why it is important that everyone knows and understands the agreement.	Modern Supermarket Operations Chapter 37 Growing on the Job Unit 2

Cluster Instructional Objective: ABILITY TO CORRECTLY READ WEIGHING AND PRICING SCALES

FM-42

What Does the Competent Marketing Employee Do?

1123-Skill

In reading scales and correctly pricing the merchandise from those readings.

Suggested Learning Activities

If you have a scale available in your school, give the students problems to work dealing with weight and price. If possible, borrow the scale for classroom use. You can have articles to weigh if a scale is available.

Have a local representative from Toledo Scale, Hobart, or the like bring a cylinder scale to school and demonstrate how it can be used. If possible, have the students do various types of exercises using the scale.

References

Price Marking

Stocking, Marking, and Pricing
  Assignment 24

Food Merchandising
  Chapters 3, 4

Modern Supermarket Operations
  Chapter 20

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR HANDLING MERCHANDISE IN VARIOUS DEPARTMENTS

FM-43

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1119-Knowledge of/or Understanding that The correct procedures in handling the variety of merchandise in the various departments within the supermarket.	Give the students a list of items commonly found in a supermarket. Then have them identify how each is to be handled and why. Lecture to the students on the importance of handling merchandise. You can use the opaque projector with illustrations of a variety of merchandise. Then show the students some examples to determine if they can handle the merchandise correctly. Bring in a variety of types of merchandise found in a supermarket. Lecture, using the samples, on why care should be taken in handling the merchandise and "tricks of the trade" that should be used when handling it.	Stocking, Marking and Displaying Assignment 20 Modern Supermarket Operations Chapters 20, 21

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES IN AN EMERGENCY SITUATION OF REFRIGERATION EQUIPMENT

FM-44

9

Operations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1118-Knowledge of/or Understanding that How to work with various types of refrigeration equipment in case of an equipment emergency.	Have students interview the person in charge of a local supermarket of the refrigeration equipment. Have them find out: (1) what is done when the electricity goes off for a short period of time, and (2) what happens when they lose cooling power for a longer period of time. Discuss their findings. Ask students for examples of the procedures they follow where they work if either power is lost or there is an equipment failure.	Modern Supermarket Operations Chapter 32 Checkout Management Chapter 11

Cluster Instructional Objective: UNDERSTAND THE STORE'S CHAIN OF COMMAND.

FM-45

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1116-Knowledge of/or Understanding that The store's chain of command/ authority.	Lecture to the students on the importance of having a chain of command. Stress what would happen if duties were not delegated and procedures were not followed at work. Also discuss with them what happens when employees bypass their immediate supervisor and go "straight to the top" with their comments or complaints. Have the students make an organizational chart of the school and/or school system. See how accurate they are in including all aspects of the organization, such as, building maintenance, food service, counselors, athletics, etc. Discuss their findings.	Modern Supermarket Operations Chapter 4 Modern Supermarket Operations Distributive Ed. Manual Assignment 4 Human Relations in Marketing Chapters 6, 7 (2nd edition)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF A SALES PLANNER

FM-46

9

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1132-Knowledge of/or Understanding that What a sales planner is, and how it differs from a regular grocery order.	Discuss with the students just what a sales planner is and how it is used. Give the students several examples of events that could be used in the food marketing industry. For example, a picnic theme for the Fourth of July. Then have them interview a local supermarket manager to determine how they use a sales planner for this event. Have the students report their findings back to the class.	Modern Supermarket Operations Chapter 20 Food Merchandising Chapter 2

Operations

Cluster Instructional Objective:

UNDERSTAND THE IMPORTANCE OF OPENING CARTONS WITHOUT DAMAGING THE MERCHANDISE

FM-47

9

Operations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1113-Knowledge of/or Understanding that How different merchandise should be opened or cut to avoid damage to the product.	Secure a number of examples of merchandise being improperly opened that resulted in the boxes or bags being cut. Ask the students what they think of the image this creates. Then demonstrate to them by using the various types of carton openers how to open cartons without damaging the contents within. Have students relate their experiences as either a customer or an employee in dealing with cut merchandise.	Stocking, Marking and Displaying Assignment 20 Modern Supermarket Operations Chapters 20, 21

Cluster Instructional Objective: COMPREHEND THE EFFECT OF PROPERLY CHECKING MERCHANDISE FROM THE CART

FM-48

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1108-Attitude That it is important to check the cart to insure that all items have been removed and bagged properly.	Discuss with the students why it is important if they are checking out the customer to make sure that all items are out of the grocery cart. Lead the discussion with instances of customers returning to the store because they found out when they got home, they were missing an item. Have students determine what this does to the store's image and customer relations.	Bagging Grocery Safety Modern Supermarket Operations Chapter 3

Cluster Instructional Objective: KNOWLEDGE OF HOW TO HANDLE COUPONS

FM-49

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1105-Knowledge of/or Understanding that How to handle all types of coupons.	Bring to class the various types of coupons used in the food marketing industry. Explain to the students the concept behind coupons and how each different type should be handled. Discuss with the students the purpose behind using coupons in the food marketing industry. Have students gather different types of coupons used in the food marketing industry. As a group, have them prepare a bulletin board showing the various types of coupons and their purpose(s).	Food Merchandising Chapter 2 Modern Supermarket Operations Chapters 3, 18

Cluster Instructional Objective: UNDERSTAND LAWS DEALING WITH THE FOOD INDUSTRY

FM-50

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1103-Knowledge of/or Understanding that Laws dealing with the use of food stamps	Have a guest speaker from a federal agency or a local supermarket manager speak to the class on laws of this nature.	Food Merchandising Chapter 9
1104-Knowledge of/or Understanding that Laws pertaining to selling wine and/or beer	Secure copies of the laws pertaining to selling of wine and beer and food stamps. Discuss with the students the various parts of the laws that directly affect them as employees, especially if they are checking out the customer.	Modern Supermarket Operations Chapter 18

Cluster Instructional Objective: KNOWLEDGE OF STORE POLICIES

FM-51

9

Operations

What Does the Competent Marketing Employee Do?

1101-Knowledge of/or Understanding that

The store policies dealing with employee reporting for work, lunch hours, dress regulations, absences, shopping, and use of the telephone.

1102-Knowledge of/or Understanding that

Employee conduct dealing with: addressing co-workers, use of gum or tobacco, breaks, and other policies dealing with employees.

Suggested Learning Activities

From a local supermarket manager, secure a copy of the store policy manual dealing with employee dress and conduct. Have students break into two teams, one team representing management and the other representing the employees. Select several of the policies and have a debate over why they are included and how "fair" they are to both sides.

Discuss with the students the purposes of having policies dealing with employees. Ask them what would happen if a store had no policies dealing with employee conduct. Also ask them if they have ever been to a store and noticed conduct that they believed to be unprofessional.

References

Modern Supermarket Operations
Chapter 37

Supermarketing
Chapter 12

Human Relations in Marketing
Chapters 3, 4
(2nd edition)

Cluster Instructional Objective: ABILITY TO HANDLE INCORRECTLY RECEIVED MERCHANDISE

FM-52

9

Operations

What Does the Competent Marketing Employee Do?

702-Skill

Skill in quickly routing merchandise from the receiving dock to the proper selling department or its designated stock area in the warehouse.

Common to
   Wholesaling

Suggested Learning Activities

Have students prepare a bulletin board showing how merchandise is routed from the receiving dock to the proper selling department.

Have students visit a department store and have the manager walk them through the route merchandise follows from the receiving dock to the proper selling departments.

Have students read the section on "Receiving and Checking."

Have students read the section on "Storing and Arranging Merchandise."

Have students read the chapter on "Receiving and Marking Merchandise."

References

LAP 4-702

Retailing Principles and Practices
   Part 13

Retail Merchandising
   Chapter 9, d

Retail Selling
   Chapter 33

Warehouse Management
   Assignment 15

Grocery Merchandising
   Assignment 10

Cluster Instructional Objective: ABILITY TO HANDLE INCORRECTLY RECEIVED MERCHANDISE

FM-53

9

Operations

What Does the Competent Marketing Employee Do?

707-Skill

In handling incorrect amounts or types of merchandise received.

Common to
Wholesaling

Suggested Learning Activities

Conduct a class discussion or have students debate on which procedure is best when returning merchandise. Students could use their training station procedures as an example.

Have a group of students make a bulletin board illustrating the variety of possibilities available for disposing incorrect amounts or types of goods received by a store. Each member of the group should describe one of the procedures involved in handling the incorrect merchandise. A tape recording should be made of each student's description. When someone is looking at the bulletin board they can play the recording.

References

LAP 7-707

Retailing Principles and Practices
Part 13

Retail Merchandising
Chapter 9, b

Retail Selling
Chapter 33

Warehouse Management
Assignment 15

Grocery Merchandising
Assignment 10

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF HANDLING FOOD PROPERLY TO AVOID LOSSES FM-1

What Does the Competent Marketing Employee Do?

593-Attitude

The attitude that a customer's grocery purchases must be carefully bagged to protect frozen items, soft packages, perishables, etc.

Suggested Learning Activities

Have a counter full of merchandise (empty cartons, cans, etc.) Have student orally present to you how they would bag the merchandise and how they feel about bagging the merchandise in that particular way. Also ask them about how heavy the bag should be and if the size of the bag makes any difference to the customer and/or to the store. Evaluate the responses and discuss this evaluation with the students individually.

Have students write a one-page report that will demonstrate their attitude towards properly bagging grocery items to protect frozen items, soft packages, perishables, etc.

If there are several students with the same career objective, have them discuss the topic "Why bagging the customer's groceries to protect such items as frozen items, soft packages, and perishables must be done properly in order to create favorable customer relations."

References

LAP 7-593

Retailing Principles and Practices
Part 11

Front End Operations
Chapter 11

Modern Supermarket Operations
Chapter 3

Checker-Cashier
Chapter 7

Produce Merchandising
Assignment 7, Page 4

Grocery Merchandising
Assignment 2

Retail Merchandising
Chapter 12

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF KNOWING PRODUCE INFORMATION AND HOW TO HANDLE MERCHANDISE

FM-2

What Does the Competent Marketing Employee Do?

505-Knowledge of/or Understanding that

The knowledge of the various locations of merchandise on the selling floor and in reserve stock.

Common to

General Retail Marketing

Suggested Learning Activities

From selected readings, have students answer the following questions pertaining to the location of merchandise. The reports can be either oral or written.

1. Why is it important to know the location of merchandise and where the reserve stock of that merchandise is?
2. If you had to bring stock from the backroom, would it make any difference what case or carton of merchandise you brought out to replenish the selling floor stock?
3. What is FIFO and why is it used?
4. Does knowing the location of merchandise make you a better employee? Why?

Have students explain the procedures for stock control—i.e., moving the merchandise from when it comes in on the truck to selling it on the floor. In developing this part of the report, you could have students use selected readings. For the second part of the report, ask students working at general merchandise stores if there are any problems with these procedures at their training station and what can be done to improve the procedures. The reports can be either written or oral.

References

LAP 19-505

Modern Supermarket Operation
  Chapter 21

Retailing Principles and Practices
  Part 13

Retail Merchandising
  Chapter 11

Merchandising in Action
  Chapter 2, 3
  Page 261

Produce Merchandising
  Assignment 1, 8, 10

Grocery Merchandising
  Assignment 1, Page 2

10

Product and/or Service Technology

Cluster Instructional Objective:

COMPREHEND THE VALUE OF TAGS, LABELS, ETC. FOR PRODUCT INFORMATION

FM-3

What Does the Competent Marketing Employee Do?

502-Knowledge of/or Understanding that

Sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.

Common to

General Retail Marketing

Suggested Learning Activities

From a local business, have students gather all the types of labels that are used at their training station or other business and prepare a chart explaining each labels use. Examples of such labels that could be included are: informative label, price tag, stick-on-label, wrapper, stamp, packing wrapper, and manufacturer's label.

Have students read from selected sources and identify the purpose of the different types of labels described in the reading.

References

LAP 20-502

Stocking, Marking, and Displaying

Modern Supermarket Operations
    Chapter 20

Retail Merchandising
    Chapter 9

Retailing Principles and Practices
    Part 14

Grocery Merchandising
    Page 1
    Assignment 10, 11, 22

Produce Merchandising
    Page 1, 2, 3

Merchandising in Action
    Chapter 5

Cluster Instructional Objective: ABILITY TO UNDERSTAND DELIVERY INFORMATION

FM-4

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
503-Knowledge of/or Understanding that The knowledge of the delivery area served by the store, delivery schedules and delivery charges.	From either selected readings or work experience, have students describe how a good delivery system should work and why it is necessary for employees to know what areas the store delivers to, the schedules, and the charges. Then you can have students explain "if it is necessary for a supermarket to have delivery services and why or why not?" Have students secure a map of the area served by either the high school or their training station. Then have the students be in charge of developing a delivery schedule for the school or training station. Policies for the delivery system such as charges, routes, number of deliveries, and cost should be developed. When finished, the students should discuss the findings with you. (It is best if the student can use their training station.)	LAP 25-503 Customer Services Chapter 4 Marketing and Distribution Retail Merchandising Chapter 5 Retailing Principles and Practices Part 11 Produce Merchandising Pages 1-2 Grocery Merchandising Assignment 10 Customer Services Chapter 5 (2nd edition)

Cluster Instructional Objective: ABILITY TO RELATE THAT MERCHANDISE INFORMATION MAKES SALES SUPPORTING JOBS MORE INTERESTING

FM-5

What Does the Competent Marketing Employee Do?

586-Attitude

An attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.

OTHER CLUSTER COMPETENCIES

549-Skill

Suggested Learning Activities

Discuss with students how they feel when trying to sell merchandise which they know very little about. Contrast this feeling to how they feel when trying to sell a product about which they are well-informed.

Have students write an essay on the topic "Merchandise Information—Is It Necessary In Order to Make a Sales Supporting Job More Interesting?"

References

LAP 26-586

Retail Selling
  Chapters 17, 22

Fundamentals of Selling
  Chapter 6, d

Retail Merchandising
  Chapter 11, d
  Page 346

Creative Selling
  Chapter 3

Retailing Principles and Practices
  Unit 3

Basic Salesmanship
  Chapter 4

Basic Selling
  Chapter 4
  (2nd edition)

Creative Selling
  Chapter 3
  (2nd edition)

Cluster Instructional Objective:

ABILITY TO RELATE THAT MERCHANDISE INFORMATION MAKES SALES SUPPORTING JOBS MORE INTERESTING

FM-6

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
549-Skill In keeping an accurate record of the supply of merchandise on hand and/or amount to reorder.	Have students determine from the training station or from a local supermarket how this is done and who keeps track. Have the students report back to you on their findings; and then, if more than one student does this assignment, hold a round-table discussion with you being the leader to discuss the similarities and differences of the reports.	LAP 26-549 Merchandising Chapters 4, 7 (2nd edition) Modern Supermarket Operations Chapter 23
OTHER CLUSTER COMPETENCIES 586-Attitude	Based on assigned readings, have students set up a record control system for merchandise on hand and/or amount to reorder. Then have each one present their system to others doing the same assignment for their suggestions and comments. See if they can arrive at a common system.	Food Merchandising Chapter 2 Retailing Principle and Practices Unit 17

Cluster Instructional Objective: ABILITY TO RELATE THAT MERCHANDISE INFORMATION CREATES ENTHUSIASM AND CONFIDENCE IN THE SALESPERSON

FM-7

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
580-Attitude Attitude that a continual program of training and retraining employees with product knowledge must be carried out. Common to **General Retail Merchandising**	Have students form a group of three or four. Give the group reasons why a continuous training program would be desirable for the following: (a) A stockperson in a business with the potential for becoming a management-trainee in a year. (b) Assistant manager who is in line for promotion to manager. Have the students listen to a guest speaker or lecture concerning the importance of training and retraining salespeople for using up-to-date product information. Have students take notes and participate in a class discussion after the presentation. Then students can summarize the material covered.	LAP 27-580 Retailing Principles and Practices Part 26, 27, 57 Retail Merchandising Chapter 11, 12 Modern Supermarket Operation Chapter 5 Produce Merchandising Page 1 Grocery Merchandising Pages 1-2

Product and/or Service Technology 10

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

FM-8

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
512-Knowledge of/or Understanding that Merchandise guarantees and directions protect both the customer and the store and help increase sales. OTHER CLUSTER COMPETENCIES 507-Knowledge of/or Understanding that 510-Knowledge of/or Understanding that 587-Skill	Bring in guarantees from food items and directions from food items and discuss how these work to the mutual advantage of both the customer and the store. With the guarantees, explore each part to find out how this information can be used to help the grocery clerk better serve the customer. Select several guarantees and directions to determine if they can be understood by students who do not work in the food market area. Then if there are areas that are not understood, ask food marketing students what would be done in order to clarify this.	LAP 28-512 Customer Services Chapter 6 (2nd edition) Food Merchandising Chapter 9 Modern Supermarket Operations Chapter 27 Marketing and Distribution Chapters 24, 25

Product and/or Service Technology 10

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

FM-9

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
587-Attitude A belief that adequate merchandise information will help increase sales and promote better customer relations. OTHER CLUSTER COMPETENCIES 507-Knowledge of/or Understanding that 510-Knowledge of/or Understanding that 512-Knowledge of/or Understanding that	With permission from the owner or manager of a business, have students observe experienced salespeople as they present merchandise to customers. Make notes on how these people used product knowledge to close sales and promote better customer relations. Have students collect examples of types of product information found at specific training stations. Then students can present the different types in the form of a bulletin board or poster.	LAP 28-587 Fundamentals of Selling Chapter 6 Retail Selling Chapter 17 Retail Merchandising Chapter 11 Grocery Merchandising Assignment 2 Produce Merchandising Assignment 3, 13, 14 Basic Selling Chapter 4 (2nd edition)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

FM-10

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

507-Knowledge of/or Understanding that

Knowledge of items that can be substituted for well-known products, what they are substitutes for, and superior points of the substitutes.

Common to **General Retail Merchandising**

OTHER CLUSTER COMPETENCIES

554-Skill
587-Attitude
510-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select three well-known items from their training station that have similar substitute store-brand items. Then have the student list several superior selling points of the store-brand item showing how it is better than the well-known product and therefore should be considered by the customer as a good substitute.

Have two students with the same career objective get together for a role-playing activity. Give one student several items that can be substituted for a well-known product. This student will explain to the other student (acting as customer) why these items are a good substitute. The student doing the "selling" should be able to compare the two products and be able to explain some superior features of the substitute item.

Have students prepare a chart or poster comparing a well-known product with a lesser-known product that could be a substitute. The poster should list the features of both products and why the lesser-known product could be substituted for the other.

References

LAP 28-507

Modern Supermarket Operation
Chapters 5, 6

Retailing Principles and Practices
Part 27, 44

Retail Merchandising
Chapter 11

Know Your Merchandise
Chapter 1, 25

Grocery Merchandising
Assignment 2, 13, 16
Pages 1-5

Produce Merchandising
Assignment 15-26
Pages 1-4

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

FM-11

What Does the Competent Marketing Employee Do?

510-Knowledge of/or Understanding that

Understanding that adequate merchandise information will enable the salesperson to increase sales as well as earning capacity.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

507-Knowledge of/or Understanding that
554-Skill
587-Attitude

Suggested Learning Activities

Have an experienced salesperson demonstrate a product from their business to the class. Following the presentation, discuss the following points.

1. Can a salesperson be successful without a thorough knowledge of the merchandise sold?
2. A salesperson's earning capacity usually is directly related to the knowledge one has of the product being sold.
3. A salesperson's knowledge of products enables the salesperson to increase sales.

Have students form small groups to solve a case problem. The group should appoint one person to act as a recorder. The major points developed by the group should be submitted to you.

References

LAP 28-510

Modern Supermarket Operatio
Chapter 6, 7

Customer Services
Chapter 5, 6

Know Your Merchandise
Chapter 1, 25

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 3, 13, 14

10

Product and/or Service Technology

Cluster Instructional Objective: ABILITY TO RELATE THE BENEFITS OF CUSTOMER SATISFACTION BY USING SELLING FEATURES IN A SALES PRESENTATION

FM-12

What Does the Competent Marketing Employee Do?

511-Knowledge of/or Understanding that

Knowledge of how merchandise information is a useful tool in opening a sales conversation with a customer.

Common to
General Retail Merchandising

Suggested Learning Activities

Have the students develop opening statements for various products using merchandise information.

Role play sales demonstration, evaluating the students on their openings.

Have students observe salespeople and evaluate their openings.

References

LAP 32-511

Basic Salesmanship
Pages 56-60

Retail Selling
Chapter 20

10

Product and/or Service Technology

Cluster Instructional Objective:

ABILITY TO COMPREHEND THE IMPORTANCE OF SELECTING PRODUCTS SUITABLE FOR CUSTOMER'S NEEDS AND PURPOSES

FM-13

What Does the Competent Marketing Employee Do?

508-Knowledge of/or Understanding that

Knowledge of the uses of specific merchandise and differences between similar articles so merchandise may be selected to meet a customer's needs.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

548-Skill

Suggested Learning Activities

Using a role-playing situation, bring in two products which are similar and have a student explain the differences between the two products to a customer.

Bring in two products which are similar (such as two different types of tennis rackets). Ask students to list the uses of the specific merchandise and the differences between them.

References

LAP 35-508

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Retail Merchandising
Chapter 11

Grocery Merchandising
Assignment 2, 4, 8

Produce Merchandising
Assignment 3, 10, 14

Merchandising in Action
Chapter 1, 4

Cluster Instructional Objective: ABILITY TO COMPREHEND THE IMPORTANCE OF SELECTING PRODUCTS SUITABLE FOR CUSTOMER'S NEEDS AND PURPOSES

FM-14

10

Product and/or Service Technology

What Does the Competent Marketing Employee Do?

548-Skill

The skill in using facts about the merchandise itself when helping a customer make a buying decision.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

508-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select two products that requires some type of personal selling. Have students identify facts about the merchandise that will assist them when they are helping a customer make a buying decision. Have students prepare a report to be submitted to you (either orally or written).

Have students with similar career objectives break into groups. Have students bring one article. The article must have a merchandise label, using the label as a source of merchandise information. Then each student will demonstrate the features of the merchandise as if they are selling the product to the other students.

References

LAP 35, 548

Know Your Merchandise
Chapter 1, 25

Retail Merchandising
Chapter 11

Retailing Principles and Practices
Part 25, 27

Modern Supermarket Operati
Chapter 6, 7

Merchandising in Action
Chapter 1, 5

Grocery Merchandising
Page 1

Produce Merchandising
Page 1

Cluster Instructional Objective: ABILITY TO DEMONSTRATE PROCEDURES FOR WRAPPING AND PACKAGING OF MERCHANDISE

FM-16

What Does the Competent Marketing Employee Do?

552-Skill

Skill in carefully wrapping and packing the customer's purchase according to size, shape, and weight of the item purchased.

Suggested Learning Activities

Have a variety of merchandise from a supermarket available, at least enough to fill three or four sacks. In addition to the quantity of merchandise, have a variety of frozen food items (empty), can goods, soft items (old loaf of bread) and other miscellaneous grocery items. Have students demonstrate how to bag or sack groceries explaining the process as they sack the merchandise.

Do the above activity except have a student who has bagging experience do this while explaining the procedures to the rest of the class.

Have several handouts of scale grocery items. These items could be illustrated on paper in working with two dimensions instead of three. Then give the students another sheet of paper with scale illustrations of grocery sacks (a variety of different sizes). Then either by cutting out the illustrations or rough drawing them in the sack illustration, have students determine what merchandise goes where. Then for those special items like chicken, frozen foods, etc. have them describe if any special handling is necessary and why.

References

LAP 37-552

Checker-Cashier
Chapter 7

Front End Operations
Assignment 9

Customer Services
Chapter 5
(2nd edition)

Cluster Instructional Objective: REALIZE THE IMPORTANCE OF KNOWING PRODUCTS BY BRAND AND/OR TRADE NAMES

FM-17

10

Product and/or Service Technology

What Does the Competent Marketing Employee Do?

518-Knowledge of/or Understanding that

Brand or trade names identifying products by produce or distributor.

OTHER CLUSTER COMPETENCIES

561-Skill
519-Knowledge of/or Understanding that

Suggested Learning Activities

Gather a larger number of labels or trademarks. Show the silhouette on an opaque projector and have students determine which ones they are. After this exercise, ask them why they know all these. Then discuss the importance of how brand or trade names can be used by the grocery clerk.

Choose up sides. One side be those with career interest in food marketing and those on the other side use the silhouettes from activity one. Show them on the opaque projector and which ever side's participants buzzes first gets the opportunity to tell what brand it is. If they miss, the other side answers. Keep score, and if there is a difference, determine why.

References

LAP 38-518

McGraw Hill Overlays
Advertising

Modern Supermarket Operations
Chapter 27

Marketing and Distribution
Chapter 24

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF INTERPRETIVE MERCHANDISE INFORMATION IN ORDER TO BUILD CUSTOMER SATISFACTION

FM-18

10

Product and/or Service Technology

What Does the Competent Marketing Employee Do?

519-Knowledge of/or Understanding that

Knowledge that brand or trade names are an advertising device used to encourage customer retention.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

518-Knowledge of/or Understanding that
561-Skill

Suggested Learning Activities

From the list below, ask students if they use the term in column one or the term in column two when asking for a product.

	Column 1		Column 2
1.	Band Aid	OR	bandages
2.	Scotch Tape	OR	celephane tape or tape
3.	Jell-O	OR	gellatine
4.	Lipton's	OR	tea
5.	Coke	OR	cola

Then discuss the importance that brand or trade names have as an advertising device in trying to maintain customer retention.

Show students manufacturer's symbols or logos without the name of the company. See how many the students can identify and then discuss the importance of product identification used for increasing customer retention.

References

LAP 38-519

Retail Merchandising
Chapter 6

Modern Supermarket Operatio
Chapter 7

Know Your Merchandise
Chapter 1, 25

Produce Merchandising
Assignment 3, 8, 10
Page 1-2

Grocery Merchandising
Assignment 2, 17, 20, 21
Page 1

Merchandising in Action
Chapter 1, 2

Advertising Principles
Volume 3

Cluster Instructional Objective: REALIZE THE IMPORTANCE OF KNOWING PRODUCTS BY BRAND AND/OR TRADE NAMES

FM-19

What Does the Competent Marketing Employee Do?

561-Skill

Ability to translate merchandise label information into selling points.

OTHER CLUSTER COMPETENCIES

518-Knowledge of/or Understanding that

519-Knowledge of/or Understanding that

Suggested Learning Activities

Role play the following situation: Have several grocery items that could use some selling by the grocery clerk. You can assume that role of the clerk or have a student who has experience in that position assume the role. Then demonstrate to the rest of the class how you can extract product information from labels in order to better serve the customer.

Have several grocery item labels that contain some unique product information that could be used as selling points. Show them on the opaque projector and ask the students to identify what part of the label information could be used as selling points.

References

LAP 38-561

Basic Selling
  Chapter 4
  (2nd edition)

Modern Supermarket Operations
  Chapter 27

Supermarketing
  Chapter 4

Cluster Instructional Objective: ABILITY TO ANALYZE COURSES FOR RETURNED MERCHANDISE

FM-20

10

Product and/or Service Technology

What Does the Competent Marketing Employee Do?

547-Skill

Skill in analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance.

Common to

General Retail Merchandising

Suggested Learning Activities

Have the students complete the following case and discuss their answers.

A dissatisfied customer, whom you did not originally serve, brought back to you a bathing suit that she purchased in your department and began complaining about it to you. It does not fit properly; the seams are pulling out; it has faded from being exposed to the sun. She paid $19.95 for the bathing suit and has only worn it a dozen times.

Analyze the situation.

List four or five possible alternative solutions.

Have the students role play situation portraying the customer returning merchandise. The student should demonstrate how they would analyze the problem and handle the situation to the satisfaction of the customer and the store.

References

LAP 18-547

Retail Principles and Practices
Pages 100-109

Fundamentals of Selling
Pages 225, 97

Retail Selling
Pages 115-117
Pages 310-312
Page 385

Cluster Instructional Objective: COMPREHEND THE CONTRIBUTION OF CUSTOMERS TO SELLING

FM-1

What Does the Competent Marketing Employee Do?

921-Attitude

A belief that the job of selling contributes to the well-being of customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

930-Attitude

Suggested Learning Activities

At your training station or at a local store interview two customers to find out how they benefit from the selling process. A structured interview should be used with some type of guide. The finished form should be submitted to the instructor.

Meet with a small group of students with the same career objective. Play the role of the devil's advocate by challenging them to defend selling or the sales process is a waste of time in a variety store because most variety stores are self service.

Ask the students to write a reaction paper to the following question: "The Sales Process is Important to the Retail Industry." Discuss the papers either as a group or individually.

References

LAP 1-921

Basic Salesmanship
Chapter 1

Creative Selling
Page 9

Retailing Principles and Practices
Unit 2

Retail Selling
Chapters 1, 19

Grocery Merchandising
Page 4

Basic Selling
Chapter 1, (2nd edition)

Retailing Principles and Practices
Parts 23, 44
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE CONTRIBUTION OF CUSTOMERS TO SELLING

FM-2

What Does the Competent Marketing Employee Do?

930-Attitude

Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

Common to
General Retail Merchandise

OTHER CLUSTER COMPETENCIES

921-Attitude

Suggested Learning Activities

Have students select three adult shoppers at their training station or at another local business. Have the students ask the shoppers the following questions. The findings should be written in a short report and submitted to you.

1. Are the clerks helpful when you have questions about merchandise thereby assisting you in making a buying decision?
2. Have you been satisfied with the recommendations that the store personnel have made about goods for which you were not familiar?
3. Can you cite examples of positive reactions you have had to recommendations by store personnel in helping you reach a buying decision on goods?

Have students write a reaction report to the following statement: "Don't sell things... sell ideas, feelings, self-respect, homelife, and happiness."

References

LAP 1-930

Basic Salesmanship
Chapter 1

Creative Selling
Page 9

Retailing Principles and Practices
Unit 2

Retail Selling
Chapter 1, 19

Grocery Merchandising
Page 4

Retailing Principles and Practices
Part 23
(7th Edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF SELLING,TO A STORE'S OPERATION

FM-3

11

What Does the Competent Marketing Employee Do?

923-Attitude

An attitude that selling is important to the store and/or wholesaling company and to the economy.

Common to
Wholesaling

Selling

Suggested Learning Activities

Have students briefly trace the history of selling for the last 100 years. Have students develop a list of important events and how it relates to the development of the economy.

Have students trace the history of either wholesaling or food distribution for the past 50 years. Have students develop a list of important events and dates and how these events helped the free enterprise system develop to what it is today.

Have students orally present to the class the importance of either the wholesaling or the food distribution industry and the role that wholesaling (or food distribution) plays in the American economy.

Have students write a paper on the duties of a salesperson in wholesaling or food distribution and how these duties differ, if at all, from that of a salesperson in retail and industrial sales.

Have the food marketing students react to the statement, "Since everyone has to eat, supermarkets don't really need an effective sales technique from their grocery clerks." Discuss their viewpoints as a class.

References

LAP 2-923

Marketing and Distribution
Parts 18, 34

Wholesaling
Chapters 7, 8

Wholesaling in Distribution
Assignment 7

Materials Handling
Part 33

Marketing in Action
Chapter 5

Basic Selling
Chapter 1
(2nd Edition)

Creative Selling
Chapter 4
(2nd Edition)

Wholesaling & Physical Distribution
Chapters 1, 2, 10

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HAVING POSITIVE ATTITUDE TOWARDS SELLING

FM-4

11

What Does the Competent Marketing Employee Do?

938-Attitude

A feeling of pride in being a salesperson.

Common to
General Retail Merchandising

Suggested Learning Activities

Discuss with students the value of selling to the economy and how a salesperson plays an important role.

Assign the topic, "I Take Pride in Being a Salesperson," as a 2-page report. This assignment should be handled as a homework project.

Have students interview salespersons at local stores. The students should write notes and discuss the experience in class.

References

LAP 3-938

Basic Salesmanship
Chapter 1

Retail Selling
Chapter 1

Fundamentals of Selling
Chapter 1

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 13

Basic Selling
Chapter 1, (2nd edition)

Retailing Principles and Practices
Parts 9, 41, 51
(7th Edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE BENEFITS OF CUSTOMER PATRONAGE

FM-5

11

What Does the Competent Marketing Employee Do?

936-Attitude

Attitude that today's customer chooses the store where shopping conditions are most pleasant.

Common to
General Retail Merchandising

Suggested Learning Activities

Write the following categories on the board:

Grocery Store   Dept. Store   Hardware Store

Shoe Store   Boutique   Discount Store

Have students name stores in town that fit each category. After the lists are compiled, have students pick one category and visit each store on the list. The students should be given a week to make their visits. After each visit, the student should make notes of shopping conditions based on brief interviews with two or three customers in each store. The students should try to find out the customers' opinions of the shopping conditions in that store. The students can then compare the comments from the customers at the different stores and discuss the results in class.

Have students write a short report comparing the shopping conditions in their training station with those of two other similar stores.

References

LAP 5-936

Retail Merchandising
Chapter 3

Retailing Principles and Practices
Part 31

Produce Merchandising
Pages 1-4
Assignment 12

Grocery Merchandising
Pages 1-4

Retailing Principles and Practices
Parts 16, 23, 44, 70
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE POSITIVE EFFECT OF KEEPING CUSTOMER PROMISES

FM-6

11

What Does the Competent Marketing Employee Do?

943-Attitude

An attitude that one should live up to promises made to customers.

Common to
General Retail Merchandising

Suggested Learning Activities

Have the students role play a situation where there is a short-range advantage by not living up to a promise made to a customer. An example might be when a delivery date cannot be met because the items are given to a preferred customer. Have the group appoint one student to act as discussion leader. Have the class or small group discuss the long-range effects of the situation.

Have students of the same career interests break into small groups. Have the group identify examples of promises which were made to them by businesses but not kept. Have the students write down their reactions and what they did about it. Then as a class, have the group present their examples. Cite examples of your own. Then discuss what store employees can do to prevent this from happening. This discussion should be related to the students' training stations.

Have students write a short reaction paper on the following topic: "Salespeople who keep promises made to customers are an asset to the business."

References

LAP 6-943

Modern Supermarket Operation
Assignments 3,5

Retailing Principles and Practices
Parts 21, 63

Psychology and Human Relation in Marketing
Chapters 1, 2

Fundamentals of Selling
Chapter 3
Part e

Produce Merchandising
Pages 1-4
Assignments 12, 13

Grocery Merchandising
Pages 1-4
Assignments 2, 24

Retailing Principles and Practices
Parts 13, 61
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPERLY DETERMINING CUSTOMER NEEDS

FM-7

What Does the Competent Marketing Employee Do?

919-Attitude

A feeling that the customer needs the service or product being offered.

Common to

General Retail Merchandising

Suggested Learning Activities

Have students design a poster that lists various buying motives. Behind each quotation, the students should put a quotation that the customer might use in voicing that motive. The poster should be displayed in the classroom.

Have students try to determine why certain shoppers buy the expensive line of canned goods while others buy private or house brands.

Have students select three types of products and identify in writing three possible buying motives for each product which a customer may have when buying the products. The student should determine whether the buying motives are emotional or rational in nature.

References

LAP 7-919

Retail Merchandising
  Chapter 11, Part c
  Chapter 1, Part b
  Chapter 6, Part a

Retail Selling
  Chapters 19, 21, 30

Retailing Principles and Practices
  Pages 288-289, 72-73
  Part 23

Fundamentals of Selling
  Chapter 4

Modern Supermarket Operation
  Chapter 3

Food Distribution
  Page 3

Grocery Merchandising
  Pages 1-4

Produce Merchandising
  Pages 1-4
  Assignment 12

(continued on next page)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF SALES TRAINING PROGRAMS

FM-8

11

Selling

What Does the Competent Marketing Employee Do?

944-Attitude

A belief that one should take advantage of sales training opportunities.

Common to
General Retail Merchandising

Suggested Learning Activities

From a nearby post-high school vocational training institution have an instructor visit the class to speak on the importance of additional training. Make sure the speaker touches upon training for advancement within careers.

Discuss with students the opportunities available in the area for additional training. Identify opportunities for each student's career objective.

Have students visit with their training sponsor on what type of additional training is available at the training station. Have the students report their findings to you. Discuss with the students whether or not they think such training is a worthwhile investment of time.

References

LAP 9-944

Fundamentals of Selling
Page 231

Retail Selling
Page 59

Retailing Principles and Practices
Part 1

Retail Merchandising
Page 617

Marketing and Distribution
Page 532

Grocery Merchandising
Pages 1-4
Assignments 1, 2

Produce Merchandising
Pages 1-4
Assignments 13, 14

Retailing Principles and Practices
Part 53
(7th editi[illegible]1981
tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY MAKING CHANGE

FM-9

What Does the Competent Marketing Employee Do?

818-Knowledge of/or Understanding that

Knowledge of how to make change and count it back to a customer.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

896-Skill

Suggested Learning Activities

Bring monopoly money and "play" cash to class. Pair students up and hand out dittoed copies of cases. One student can act out case, the other student can record transaction.
Example:

CUSTOMER SUPPLIES	ITEM
$5.00	$2.45

Answer - Salesperson returns

pennies	nickles	dimes	quarters	dollars	five
	1		2	2	

CUSTOMER SUPPLIES	ITEM
$10.01	$6.01

Answer - Salesperson returns

pennies	nickels	dimes	quarters	dollars	five
				4	

Make out a worksheet similar to the above and have students complete.

Present and discuss with class proper procedure for counting back cash and problems encountered.

References

LAP 10-818

Mathematics in Marketing
Chapters 2, and 3

Retail Merchandising
Chapter 12

Checker-Cashier
Chapter 7

The Cashier

Retailing Principles and Practices
Page 89

Basic Retailing and Distribution
Page 269

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY MAKING CHANGE

What Does the Competent Marketing Employee Do?

896-Skill

Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

818-Knowledge of/or Understanding that

Suggested Learning Activities

Using play money or tokens, give students specific sales amounts and some money (token) to pay for the sale. Then have students practice change-making procedures.

If you do not have a school store, set up a mock store. Try to get a real cash register and have students take turns as the salesperson so they can ring up other students' purchases.

References

LAP 10-896

Retail Selling
Chapter 12

Checker-Cashier
Chapter 7

The Cashier

Basic Retailing and Distribution
Page 269

Retailing Principles and Practices
Page 89

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY OPERATING THE CASH REGISTER

FM-11

What Does the Competent Marketing Employee Do?

816-Knowledge of/or Understanding that

Knowledge of how to operate a cash register correctly.

Common to
  General Retail Merchandising

Suggested Learning Activities

Set up a field trip to the school cafeteria to see how they handle the money collecting activities. Then have several students present to the class how they operate the cash register at their training station. Then have the class discuss the differences in collecting cash for a purchase.

Assign selected readings to the students. Have the students write a short paper on "Procedure, Problems, and Tips in Operating a Cash Register."

References

LAP 11-816

Retail Selling
  Chapter 14

Mathematics in Marketing
  Chapter 3

Mathematics in Marketing
  Chapter 3, (2nd edition)

Retailing Principles and Practices
  Part 28
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE GOOD PROCEDURES FOR DEALING WITH CASH REGISTER--STOCK SHORTAGES AND OVERAGES

FM-13

11

What Does the Competent Marketing Employee Do?

829-Knowledge of/or Understanding that

Understanding that stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing onto the wrong key.

Common to
General Retail Merchandising

Selling

Suggested Learning Activities

Have students discuss with their training sponsor the most frequent reasons why stock shortages and overages occur. Then students should compile a list and record it on the blackboard. After all students have put their list on the blackboard, comparisons can be made.

Have students brainstorm a list of ways in which stock shortages and overages are created.

References

LAP 12-829

Retailing Principles and Practices
  Part 15

Retail Selling
  Chapters 14, 15

Food Distribution
  Page 29

Front End Operations
  Assignments 5, 6

Checker-Cashier
  Sections 4, 5,

Retailing Principles and Practices
  Part 28
  (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF CORRECTLY HANDLING CASH SALES

FM-14

11

Selling

What Does the Competent Marketing Employee Do?

813-Knowledge of/or Understanding that

Knowledge of the procedures involved in conducting a cash sales transaction.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

832-Knowledge of/or Understanding that
890-Skill

Suggested Learning Activities

Invite a representative from National Cash Register to give a demonstration to the class on handling cash sales on their point of sale terminals.

List the actions or steps in a cash sale transaction on the blackboard. Then have at least three students either make a purchase or observe a cash sale. Have these students report to the class the actions used. Watch for (and discuss with the class) similarities and differences.

References

LAP 14-813

Retailing Principles and Practices
Page 85

Retail Selling
Page 135

Basic Retailing and Distribution
Unit 33

Checker-Cashier
Section 7

Mathematics in Marketing
Chapter 3

The Cashier

Mathematics in Marketing
Chapter 3,
(2nd Edition)

Retailing Principles and Practices
Part 28
(7th Edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF CORRECTLY HANDLING CASH SALES

FM-15

11

What Does the Competent Marketing Employee Do?

890-Skill

Ability to efficiently handle cash sale transactions.

Common to

General Retail Merchandising

Additional Cluster Competencies

832-Knowledge of/or Understanding that
813-Knowledge of/or Understanding that

Suggested Learning Activities

Have three or four students explain to the class how they handle cash sale transactions at their training station.

Give students 15 minutes to discuss among themselves how each handles cash sales transactions. Then have the students write down differences in procedures. If the class is large, you may want to break students into groups for the discussion.

Have the students work in the school store. Discuss the procedure used for a sales transaction.

References

LAP 14-890

Mathematics in Marketing
Chapters 1, 3

Retail Selling
Chapters 11-14

Mathematics in Marketing
Chapters 1, 3
(2nd edition)

Retailing Principles and Practices
Part 10

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF C.O.D. LAY-AWAY AND CREDIT SALES TO SALES AND POTENTIAL SALES

FM-16

What Does the Competent Marketing Employee Do?

834-Knowledge of/or Understanding that

Knowledge of the store's policies concerning will-call or lay-away.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

831-Knowledge of/or Understanding that

Suggested Learning Activities

Have six students demonstrate to the class how C.O.D. sales, lay-away sales, and installment credit sales are completed at their training station. It is best if two students explain one transaction. Also, the demonstration would be more effective if students used overhead transparencies.

References

LAP 17-834

Retail Merchandising
Chapter 5

Retail Selling
Chapters 11, and 30

Retailing Principles and Practices
Part 10

Cluster Instructional Objective: ABILITY TO RELATE GOOD WRAPPING PROCEDURES TO CUSTOMER SERVICE

FM-17

11

What Does the Competent Marketing Employee Do?

887-Skill

Skill in packing or wrapping a customer's purchase, whether it is a take-with purchase or one to be delivered.

Selling

Suggested Learning Activities

Have a table of merchandise set up in the classroom. Have students demonstrate how to bag groceries correctly. The students should explain the process as they demonstrate. Simulate produce, frozen food items, and meat items to insure that students can correctly bag these items.

Give students a list of grocery items with rough sketches of each item. Have a scale drawing of a grocery sack. Then have the students draw where each item should go in the grocery sack. Have students turn in their completed drawings to you.

References

LAP 18-887

Retail Merchandising
   Chapter 12, d

Retailing Principles and Practices
   Part 11

Modern Supermarket Operations
   Page 10

Food Distribution
   Page 11

Retail Selling
   Page 361

Food Distribution
   Page 42

Produce Merchandising
   Assignment 7

Customer Services
   Chapter 5
   (2nd edition)

Retailing Principles and Practices
   Part 29 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING RETURNED MERCHANDISE

FM-18

What Does the Competent Marketing Employee Do?

817-Knowledge of/or Understanding that

Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.

Common to

General Retail Merchandising

OTHER CLUSTER COMPETENCIES

879-Skill

Suggested Learning Activities

Have students interview a local merchant. The students should ask the merchant to describe the procedures used when merchandise is returned for an exchange, a cash refund, or a charge credit.

Have the students complete the following problem. "A customer has brought to you a cash register sales receipt for a $10.98 shirt and the shirt." The customer wants to exchange the shirt for one of equal value. Do the required paperwork to complete the transaction.

Have students write up a paper on the way returns are handled at their training station.

Make an oral presentation comparing policies about returned merchandise in various stores.

References

LAP 19-817

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 12

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 30
(7th edition, 1981
tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING RETURNED MERCHANDISE

FM-19

What Does the Competent Marketing Employee Do?

879-Skill

Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

817-Knowledge of/or Understanding that

Suggested Learning Activities

Have students interview a local merchant. The students should ask the merchant to describe the procedures used when merchandise is returned for an exchange, a cash refund, or a charge credit.

Have the students complete the following problem. "A customer has brought to you a cash register sales receipt for a $10.98 shirt and the shirt." The customer wants to exchange the shirt for one of equal value. Do the required paperwork to complete the transaction.

Have students write up a paper on the way returns are handled at their training station.

Have students make an oral presentation comparing policies about returned merchandise in various stores.

References

LAP 19-879

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 12

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 30
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF KNOWING THE STORE'S DELIVERY SCHEDULE

FM-20

11

What Does the Competent Marketing Employee Do?

833-Knowledge of/or Understanding that

The store's delivery schedule.

Suggested Learning Activities

Discuss with the students the purpose behind a store offering delivery as part of their service to the customer. Ask the students which of their training stations offer this service. If they don't know why, have them find out not only why, but also what it costs the store to offer this service and whether the local manager believes this is a warranted expense.

Have students interview five customers at random at a local supermarket or their training station. Ask whether they would have the groceries delivered if that service was offered and is currently not. Have them report their findings to the class for discussion.

References

LAP 20-833

Modern Supermarket
Chapters 20, 28, 36

Food Merchandising
Chapter 2

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOUSEKEEPING AND MERCHANDISE CARE

FM-21

11

What Does the Competent Marketing Employee Do?

927-Attitude

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

940-Attitude
928-Attitude

687

Selling

Suggested Learning Activities

Have students complete the following case problem.
Case problem: Discuss the cause of the following situation and its affect on business. Also, what are your solutions to the problems. As a community-minded interest, your store has donated through a local charity organization, items of clothing that have minor defects which makes these items inappropriate to be sold. However, some of this merchandise has been coming back to the store for full cash refunds even though the people returning the merchandise received the items absolutely free. As a clerk in the store you must stop such returns realizing that the store plans to continue donating this merchandise.

Have a student role-play a situation where commissioned salespeople in the men's department have experienced a drastically high return on one item that is made from a doubleknit polyester fabric. One of the students should act as a salesperson who realizes that these complaints are very costly because the returned mercandise cannot be sent back to the manufacturer for an adjustment. This salesperson believes that one possible cause is that other salespeople are stressing a buyer benefit that the product

(Continued on following page.)

References

LAP 22-927

Fundamentals of Selling
  Chapter 12, e

Basic Salesmanship
  Chapter 7

Retailing Principles and Practices
  Page 39
  Part 12

Retail Selling
  Pages 310-311

Retail Merchandising
  Chapter 12, d
  Page 229, 349

Basic Selling
  Chapter 7,

Retailing Principles and Practices
  Part 30
  (7th edition, 1981 tentative)

683

What Does the Competent Marketing Employee Do?

927-continued

Suggested Learning Activities

has not been able to meet. Therefore when the fabric becomes snagged, the customer finds it difficult to repair the item. The student acting as a salesperson should devise a role-play (using as many other students as necessary) to show how the problem would be handled to try to reduce the returns.

Have students read the section on "Information About the Consumer."

Have students make a list of complaints which are commonly heard at their training station. After each complaint, the students should identify at least one way in which goodwill could be achieved.

References

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOUSEKEEPING AND MERCHANDISE CARE

FM-23

What Does the Competent Marketing Employee Do?

928-Attitude

Attitude that good display of merchandise is a prime factor in developing a customer's interest.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

940-Attitude
927-Attitude

Suggested Learning Activities

Take a small group of students with similar career interests to a local supermarket. Have the person in charge of displays explain to the students the psychology of display and why certain displays are located in certain sections of the store.

Set up a role-playing situation. You be a customer who is in a hurry and have a student be a clerk who is stocking a shelf in an area where there are free-standing can good displays. The isles in the store are crowded which makes pushing your cart somewhat difficult. Since you are in a hurry, you become upset because you cannot get up and down the aisles as quickly as you would like. You approach the clerk (student) about the difficulty you are having and abruptly ask why there are all these displays messing up the aisle and making it difficult to move about. The clerk (student) is to defend the grocery displays.

References

LAP 22-928

Modern Supermarket Operations
Chapter 17

Fundamentals of Selling
Chapter 14, d

Display Ideas for Supermarke
Chapter 1
Page 28

Stocking, Marking and Displaying
Assignment 1

Retailing Principles and Practices
Parts 17, and 36

Retailing Merchandising
Page 442

Grocery Merchandising
Assignment 3-8

Produce Merchandising
Assignment 8

Merchandising in Action

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOUSEKEEPING AND MERCHANDISE CARE

FM-24

What Does the Competent Marketing Employee Do?

940-Attitude

Attitude that stocks which are kept tidy are a true asset during a sale.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

927-Attitude
928-Attitude

Suggested Learning Activities

Have the students do an opinion survey on how customers feel about store appearance.

Discuss the importance of straightening cleaning and arranging stock in regard to store appearance.

References

Retailing Principles and Practices, Parts 19, 20, 21, 39, 44 (7th edition, 1981 tentative)

LAP 22-940

Food Distribution
Pages 39-41

Food Store Housekeeping
Assignment 1, a

Stocking, Marking and Displaying
Assignments 20, and 21

Produce Merchandising
Assignments 1, 2, 4-8, and 11

Buying Guide, The
Pages 1-15

Merchandising in Action

Grocery Merchandising
Assignments 4, and 12

Retail Merchandising
Chapter 9, [illegible]

Retailing Principles and Practices
Pages 15, 16, and 130

Cluster Instructional Objective: KNOWLEDGE OF HOW TO ARRANGE STOCK

FM-25

11

Selling

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
839-Knowledge of/or Understanding that How to best utilize selling space with volume or best sellers.	Give students the following case problem. They are in charge of an isle of merchandise in a supermarket. For example, cereal could be used. Show them, either by a handout or a overhead transparency, the different sizes and kinds of cereal that most stores carry. Then give them the weekly sales per cereal. When they have this information, then ask them to determine shelf allocation. You should also give them the size of the shelves they have to work with. Have students research their training station or a local supermarket to identify the different types of sizes of cereal and the amount of shelf space for each one. For example, not the size in inches but rather in rows. Have students compare results of their findings.	LAP 24-839 Food Merchandising Chapter 7 Modern Supermarket Chapter 31

Cluster Instructional Objective: ABILITY TO SPOT AND REFILL LOW STOCK ITEMS

FM-27

11

Selling

What Does the Competent Marketing Employee Do?

947-Knowledge of/or Understanding that

Knowledge that the buyer or department manager must be promptly informed of items not in stock for which the customers ask.

OTHER CLUSTER COMPETENCIES

970-Attitude

697

Suggested Learning Activities

Have students describe what happens when their training station advertises a special and the item is sold out before the sale is over. The students should identify the procedures used to try to satisfy the customers.

Ask students to brainstorm the procedures they would do to satisfy a customer's need if the customer asks for advertised merchandise that ran out. Then help the class explore the practicality of each solution and decide on the one the class believes is the best.

References

LAP 26-947

Stocking, Marking, and Displaying
Assignments 11, 21

Display Ideas for Supermarkets
Page 186

Modern Supermarket Operations
Page 22

Retailing Principles and Practices
Parts 67, 68

Grocery Merchandising
Pages 1-4
Assignments 12, 13

Produce Merchandising
Pages 1-4
Assignment 8

Retail Merchandising
Chapter 6, a

Retailing Principles and Practices
Part 38
(7th edition, 1981 tentative)

698

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF LOCATING AND ARRANGING RESERVE STOCK FOR QUICK CUSTOMERS SERVICE

FM-28

What Does the Competent Marketing Employee Do?

881-Skill

Skill in determining the best location and arrangement of stock on the selling floor, in an understock or a reserve stock.

Common to
General Retail Merchandising

Suggested Learning Activities

Give students a layout of a business with the aisles and storage area identified. Then ask the students to fill in the best stock locations on the selling floor. Also have students identify how the stock should be arranged. The students should compare their layouts with other students. Then students can submit their layout to you.

Have students draw a store layout. Then have the students focus on one department and determine the best location for this department and the arrangement of stock on the selling floor, in an understock or a reserve stock. The students can give a brief explanation of the layout rationale by discussing aspects as traffic patterns, buying habits, etc.

References

LAP 27-881

Fundamentals of Selling
Chapter 14, d, e

Retailing Principles and Practices
Unit 5

Display and Promotion

Stocking, Marking, and Displaying

Modern Supermarket Operations
Assignment 28

Produce Merchandising
Assignments 4, 6, and 8

Grocery Merchandising
Assignments 7, 11-13

Retailing Principles and Practices
Part 70
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF SUGGESTING MERCHANDISE FROM PROMOTIONS

What Does the Competent Marketing Employee Do?

826-Knowledge of/or Understanding that

Knowledge of department and merchandise locations within the store.

Common to
   General Retail Merchandising

OTHER CLUSTER COMPETENCIES

877-Skill

Suggested Learning Activities

From selected readings, have students read and then discuss why it is important to know where the merchandise is located within the store.

Have students of the same career interest break into small groups. The groups should discuss the methods their training stations use for determining department and merchandise locations. The groups should also discuss the best location for the check-out stand and produce scales.

(Continued on following page.)

References

LAP 28-826

Basic Selling
   (2nd edition)
   Chapter 4

Retailing Principles and Practices
   Parts 14, 32

Basic Salesmanship
   Chapter 4

Creative Selling
   Chapter 3
   (1st edition)

Food Distribution
   Page 7

Stocking, Marking, and Displaying
   Assignment 23

Fundamentals of Selling
   Chapters 3, 6

Produce Merchandising
   Assignments 13, 14

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF
SUGGESTING MERCHANDISE FROM
PROMOTIONS
(Continued)

FM-30

What Does the Competent Marketing Employee Do?

826—Continued

Suggested Learning Activities

References

Grocery Merchandising
Assignments 2, 5, 13, 18, 19

Creative Selling
(2nd edition)
Chapter 3

Retailing Principles and Practices
Parts 20, 70
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF SUGGESTING MERCHANDISE FROM PROMOTIONS

FM-31

What Does the Competent Marketing Employee Do?

877-Skill

Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.

Common to
General Retail Marchandising

OTHER CLUSTER COMPETENCIES

941-Attitude
826-Knowledge of/or Understanding that

Suggested Learning Activities

Have students write a brief evaluation on the different media their training station uses to serve the community. Have students write down their system for remembering what merchandise is being advertised. Then students should compare their system with other students and discuss. After they complete the discussion, the students should summarize and list all the ways that one can use for remembering what merchandise is being advertised.

References

LAP 28-877

Retail Selling
Chapter 29

Retail Merchandising
Chapter 13

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Parts 22-42
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF SUGGESTING MERCHANDISE FROM PROMOTIONS

FM-32

11

Selling

What Does the Competent Marketing Employee Do?

941-Attitude

A belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.

OTHER CLUSTER COMPETENCIES

826-Knowledge of/or Understanding that
877-Skill

Suggested Learning Activities

Discuss with the students the following type of situation. Do they ever get frustrated when they go into a store looking for an advertised special only to find the allotment on the shelf out? Because most stores do not necessarily have the displays of the advertised specials near where they regularly are, it is sometimes difficult to find where the merchandise is. Ask for suggestions on how the grocery clerk can better serve the customer in dealing with this problem.

Have students ask the grocery manager if there is any reason why displays are placed where they are for advertised specials. If so, then determine why. If not, then have students ask the manager what techniques can be applied in order for store personnel to know the location of advertised specials other than the normal shelf area.

References

LAP 28-941

Basic Selling
    Chapter 4
    (2nd edition)

Creative Selling
    Chapter 1
    (2nd edition)

Supermarketing
    Chapter 4

Cluster Instructional Objective: ABILITY TO RELATE THE USE OF MERCHANDISE DISPLAYS IN CREATING INTEREST

What Does the Competent Marketing Employee Do?

805-Knowledge of/or Understanding that

Knowledge of the ways to show or display merchandise to create interest and desire in customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

894-Skill

Suggested Learning Activities

Have students list the different types of displays used at their training station. Also, have the students determine why these types of displays were used. They should list the advantages and disadvantages of each type.

Arrange for a field trip to a local store. Have the display manager or the person in charge explain to the students what types of displays are used at the store and which ones have proven to be the most effective. Have the students take notes on the presentation, listing all the types of displays discussed.

Walk downtown, up one side of the block and down the other side. The students should rank the top three displays--most outstanding as #1, second most outstanding as #2, and third as #3. The students should also explain "why" these displays were ranked the most outstanding.

References

LAP 29-805

Basic Salesmanship
Chapter 6

Retail Selling
Chapter 22

Retail Merchandising
Chapter 11

Basic Selling
Chapter 6
(2nd edition)

Retailing Principles and Practices
Parts 22-42
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE USE OF MERCHANDISE DISPLAYS IN CREATING INTEREST

FM-34

11

What Does the Competent Marketing Employee Do?

894-Skill

Skill in showing or displaying merchandise in a way that creates interest and desire in customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

805-Knowledge of/or Understanding that

Suggested Learning Activities

Bring in examples of products. Display these products to the class in a negative fashion and have the students correct your errors. The students should identify effective display techniques.

In small groups have students prepare a list of "Do's and Dont's" for displaying merchandise. Have the group prepare either a mobile or a bulletin board summarizing their list of "do's and dont's."

Have students create a display in the classroom, school store or a display case around the school.

References

LAP 29-894

Food Distribution
  Page 44

Front End Operations
  Assignment 2

Modern Supermarket Operations
  Chapter 17

Retail Selling
  Chapters 6, 25, and 28
  Page 215

Grocery Merchandising
  Assignments 3-5, and 8

Produce Merchandising
  Assignment 8

Retailing Principles and Practices
  Unit 6

Retailing Principles and Practices, Part 41
  (7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE PRODUCE KNOWLEDGE TO BUYER BENEFITS

FM-36

What Does the Competent Marketing Employee Do?

827-Knowledge of/or Understanding that

Knowledge of the selling features of products and/or services.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

931-Attitude

Suggested Learning Activities

Have students bring to class several products and have students list the selling features of each product.

Have students listen to a tape recorded sales talk. As they are listening to the recording, have the students list the selling features or services of the product being sold.

References

LAP 34-827

Advertising
  Chapters 1, and 3

Display and Promotion
  Chapter 1

Retail Merchandising
  Chapter 13, a, c
  Chapter 7, d

Fundamentals of Selling
  Chapter 6

Retail Selling
  Chapter 17

Retailing Principles and Practices
  Parts 7, and 68

Display and Promotion
  Chapter 1, (2nd edition)

Retailing Principles and Practices
  Parts 22,41
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE PRODUCT KNOWLEDGE TO BUYER BENEFITS

FM-39

11

What Does the Competent Marketing Employee Do?

931-Attitude

Attitude that basic product information is necessary to demonstrate good selling practices.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

822-Knowledge of/or Understanding that

Selling

Suggested Learning Activities

Have two students demonstrate thru role-playing selling a product. Both students (acting as salesperson and customer) should know very little about the product.

Have two other students demonstrate selling the same product. The student acting as the salesperson should know the basic product information. As a class, discuss the differences between the two situations.

Have students pick three products from their training station which are sold to customers quite frequently. Have the students write basic information necessary to effectively sell each product. Then students should observe how this information is used when they are selling the product to customers.

References

LAP 34-931

Retail Merchandising
Chapter 11

Retail Selling
Chapter 17

Fundamentals of Selling
Chapter 9

Basic Salesmanship
Chapter 4

Grocery Merchandising
Assignments 2, 20

Produce Merchandising
Assignments 3, 13, 14

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROVIDING PRODUCT INFORMATION

FM-39

11

Selling

What Does the Competent Marketing Employee Do?

808-Knowledge of/or Understanding that

Knowledge of how to provide information about merchandise which will create desire or interest in customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

922-Attitude
925-Attitude
939-Attitude

Suggested Learning Activities

Have students with the same general merchandising occupation get together to conduct a panel discussion on the importance of presenting product knowledge enthusiastically. In their discussion, encourage them to generate ideas on how to be enthusiastic when selling and talking about a product.

Have students listen to recordings of motivational speakers such as Earl Nightingale. Then discuss with the students the role enthusiasm plays in selling merchandise.

References

LAP 35-808

Basic Salesmanship
Chapter 5

Basic **Selling**
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 8

Produce Merchandising
Assignments 12-13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 22
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROVIDING PRODUCT INFORMATION

FM-40

11

What Does the Competent Marketing Employee Do?

922-Attitude

Strong interest in the merchandise or service being sold.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

808-Knowledge of/or Understanding that
925-Attitude

Selling

Suggested Learning Activities

Have students with the same general merchandising occupation get together to conduct a panel discussion on the importance of presenting product knowledge enthusiastically. In their discussion, encourage them to generate ideas on how to be enthusiastic when selling and talking about a product.

Have students listen to recordings of motivational speakers such as Earl Nightingale. Then discuss with the students the role enthusiasm plays in selling merchandise.

References

LAP 35-922

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 8

Produce Merchandising
Assignments 12-13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROVIDING PRODUCT INFORMATION

FM-41

11

What Does the Competent Marketing Employee Do?

925-Attitude

A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

808-Knowledge of/or Understanding that
922-Attitude
939-Attitude

Selling

Suggested Learning Activities

Have students with the same general merchandising occupation get together to conduct a panel discussion on the importance of presenting product knowledge enthusiastically. In their discussion, encourage them to generate ideas on how to be enthusiastic when selling and talking about a product.

Have students listen to recordings of motivational speakers such as Earl Nightingale. Then discuss with the students the role enthusiasm plays in selling merchandise.

References

LAP 35-925

Basic Salesmanship
Chapter 5

Retailing Principles and Practices
Part 8

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROVIDING PRODUCT INFORMATION

FM-42

11

What Does the Competent Marketing Employee Do?

939-Attitude

A belief that to avoid confusing the customer, a reasonable number of an item should be shown at one time.

OTHER CLUSTER COMPETENCIES

925-Attitude
922-Attitude
808-Knowledge of/or Understanding that

Suggested Learning Activities

Bring a number of different brand names and sizes of the same type of product. Tomato juice could be one example. Since it comes in different sizes, types of containers, and different brand names, the customer is faced with a buying decision because of the variety. Have the goods on the table and then ask students which selling points could be used for each item. Then ask them if this is good for business to have a variety of sizes, etc. for each good. Discuss.

Give students a sheet with three or four goods that come in different sizes, different containers, and different brand names. Then ask them to do the following: (1) Are all of these necessary of the same product? (2) If yes, why? (3) If no, why? Discuss their answers. Then lead into competition and variety of choice as being one of the mainstays of the private enterprize system.

References

LAP 35-939

Basic Selling
Chapter 6
(2nd edition)

Retailing Principles and Practices
Part 8

Retail Merchandising
Chapter 11, d

Retail Selling
Chapter 22

Selling

Cluster Instructional Objective: ABILITY TO RELATE TIME NEEDED TO SELL CUSTOMERS MERCHANDISE

FM-43

What Does the Competent Marketing Employee Do?

935-Attitude

Awareness of the attitude that today's customer keeps up-to-date, wants merchandise facts and expects a wide assortment of merchandise.

Suggested Learning Activities

Pair up the students and have the pair interview three customers at their training station or at another local business. The students should try to find out from the customers how they feel about the statement, "Today's customers want more information about the product plus a wider selection of merchandise." To help the studetns effectively interview the customers, an interview guide should be used.

Have students bring in different unit pricing information and explain what it is used for. Students could compare two like products to determine which is better to buy.

References

LAP 36-935

Stocking, Marking, and Displaying
  Assignments 3, 11

Display Ideas for Supermarkets
  Chapters 1, 5
  Page 147

Modern Supermarket Operations
  Chapter 6

Fundamentals of Selling
  Chapter 4, d
  Chapter 1, a
  Part b

Produce Merchandising
  Assignments 2, 12

Grocery Merchandising
  Pages 1-4

Retail Selling
  Page 218

Basic Selling
  Chapter 3
  (2nd edition)

(continued on next page)

Cluster Instructional Objective: COMPREHEND THE EFFECT PROVIDING INFORMATION TO GOOD SELLING TECHNIQUES

FM-44

11

Selling

What Does the Competent Marketing Employee Do?

920-Attitude

A feeling of sincere interest in customers and their problems.

Common to
  General Retail Merchandising

OTHER CLUSTER COMPETENCIES

867-Skill

Suggested Learning Activities

Have students discuss how they would show interest in a customer for the following situation.

An out-of-state customer would like to make a large purchase from the store where you work. However, your store policy is to not accept checks from out-of-state banks. The customer carries no major credit cards. How would you show interest in this customer?

Brainstorm a list of ways salespeople can demonstrate their interest in customers.

References

LAP 39-920

Retail Merchandising
  Chapter 11

Retail Selling
  Chapter 20

Retailing Principles and Practices
  Part 7

Produce Merchandising
  Assignments 12, 13

Grocery Merchandising
  Assignment 2

Retailing Principles and Practices
  Part 23, 24
  (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT PROVIDING INFORMATION TO GOOD SELLING TECHNIQUES

11

What Does the Competent Marketing Employee Do?

867-Skill

Skill in showing a genuine interest in the customer's problem.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

920-Attitude

Suggested Learning Activities

Have students divide into small groups to brainstorm the topic "The Services That Customers Demand." Each group should report their conclusions to the class.

Lecture and then discuss with the class the topic of "Customer Demands."

Develop games that emphasizes listening. Give the 10 items of instruction and see how many they can repeat or do. Start out with three and then increase to 10. Develop a nonverbal game to see if the salesperson (student) could determine the customers' needs by their actions. This could be done by role-playing with the "customers" using body language. Have the students interpret the language.

References

LAP 39-867

Basic Salesmanship
Chapter 5

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 23, 24, 41
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF JUDGING CUSTOMER REACTIONS

FM-46

11

Selling

What Does the Competent Marketing Employee Do?

885-Skill

Ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.

Common to
  General Retail Merchandising

Suggested Learning Activities

Have students list "facts and benefits" of three items from their training station. The students should bring the list to class and get together with another student. Each student will present the facts and benefits of each item to the other student. The student who is presenting the item should analyze and judge their partners reactions. The student's reactions should be recorded on the same sheet--opposite the facts and benefits. Each student's results should be turned in to you.

Discuss actual experiences with student which either you or the student have encountered. Emphasize discretion.

Have students pick one item from their training station and list facts and benefits about the item. During the next week, they are to try to present these facts and benefits to at least one customer at their training station. Then the students should write a one to two page report on their experience.

References

LAP 42-885

Fundamentals of Selling
  Chapter 4

Basic Salesmanship
  Chapter 5

Retail Selling
  Chapters 21, 22

Produce Merchandising
  Assignments 12, 13

Grocery Merchandising
  Assignment 2

Basic Selling
  (2nd edition)
  Chapter 5

Retailing Principles and Practices
  Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL

FM-47

11

What Does the Competent Marketing Employee Do?

810-Knowledge of or Understanding that

Knowledge of how to handle individual differences in customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

897-Skill
918-Attitude

Suggested Learning Activities

Select three students to list the three most important features that they look for in an article that they are thinking about purchasing. Have them write these three features down on a piece of paper. Then list these features on the board for the class. Ask the remainder of the class to think of ways in which these features can (a) be identified by the salesperson as being important to the customer and (b) what type of sales talk would be appropriate for those features.

Select two or three articles that could be sold. Then ask the students to identify several selling features of each article. Write the list on the board. After a list for each article has been determined, then have the students decide if that feature could be classified as an emotional feature or a rational feature. When all of the features have been classified, then select several from each category and determine how those features can be brought into a sales presentation. Role play several features if possible.

References

LAP 43-810

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices.
Part 7

Retailing Principles and Practices
Part 44
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF
TREATING EACH CUSTOMER AS AN
INDIVIDUAL

FM-48

What Does the Competent Marketing Employee Do?

897-Skill

Ability to tactfully handle difficult customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

810-Knowledge of/or Understanding that
918-Attitude

Suggested Learning Activities

Prepare a sales demonstration and present it to three different students who will portray the customer. Evaluate the customer and compare the three customers' questions, reactions, and rationale for buying. Then discuss the findings with the three students as a group.

Discuss customers' moods (1) impulsive, (2) deliberate, (3) undecided, (4) decided, (5) friendly, (6) silent. Have students write a report on how to handle the various types of customers.

Have a training sponsor in as a guest speaker to discuss policies and procedures for handling difficult customers.

References

LAP 43-897

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 7

Retailing Principles and Practices
Part 15, 34, 44
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL

11

Selling

What Does the Competent Marketing Employee Do?

918-Attitude

A feeling that each customer is an "individual."

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

897- Skill
810- Knowledge of or Understanding that

Suggested Learning Activities

Small group discussion on:
1. How customers are different.
2. The reasons for handling each customer as an individual.

Have one member in the group bring in product to use as an example. Have the groups report their conclusions.

Prepare a sales demonstration and present it to three different students who will portray the customer. Evaluate the customer and compare the three customer's questions, reactions, and rationale for buying. Then discuss the findings with the three students as a group.

Have students study the situations below and write questions that they would use to gain an understanding of the customer and the customer's need for assistance.

A. A lady enters your department and says, "I am looking for a gift for a friend."
B. A young man approaches you and says, "I would like (fill in with appropriate product per student's occupation area)."
C. An elderly man enters your department and asks for (fill in with appropriate product per student's occupation area)."

References

LAP 43-918

Produce Merchandising
Assignments 12, and 13

Grocery Merchandising
Assignment 2

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 7

Retailing Principles and Practices
Part 44
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF ADDING VALUE TO MERCHANDISE

FM-50

11

What Does the Competent Marketing Employee Do?

843-Knowledge of/or Understanding that

Knowledge that effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.

Common to
General Retail Merchandising

Suggested Learning Activities

Bring in examples of different types of goods and have students practice effectively handling the goods.

Given a list of products, such as glassware, toys, vacuum cleaner, jewelry, determine how each should be handled.

References

LAP 44-843

Retailing Principles and Practices
Chapter 8

Retail Selling
Chapter 22

Retail Merchandising
Chapter 11

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 43
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF CREATING CUSTOMER DESIRE

FM-51

11

What Does the Competent Marketing Employee Do?

806-Knowledge of/or Understanding that

Knowledge of the ways to demonstrate merchandise to create interest and desire in customers.

Common to

General Retail Merchandising

Suggested Learning Activities

Have students read one of the following texts, have them take notes on selected material as they read it and then turn the notes in.

Select a panel of students to discuss appraising and discussing ways to demonstrate merchandise.

Utilize a buzz session on ways to demonstrate merchandise and to create interest and desire in customers. Then explore each one mentioned in detail.

Invite in a Fund Raiser Salesperson and observe his/her techniques in creating interest and desire in customer through his/her presentation.

References

LAP 46-806

Basic Salesmanship
Chapter 2, and 6

Creative Selling
Chapter 3

Retail Selling
Chapter 22

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 7, 8, and 9

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF ADDING VALUE TO MERCHANDISE BY CORRECTLY MOVING AND STORING IT

FM-51

What Does the Competent Marketing Employee Do?

924-Attitude

An attitude that value is added to merchandise that is handled with care and respect.

Common to
  Wholesaling

Suggested Learning Activities

If the students training station has a repack unit (one that takes partial cases of merchandise and repacks for whole cases), have the students observe the procedure involved in this operation. Have students ask why so much merchandise is damaged and what can be done to prevent the damage from happening. Have students summarize their visit in a short report to be turned in to you.

If a student's training station does not have a repack unit, have the student trace the steps necessary for returning damaged merchandise, steps taken to prevent the merchandise from being damaged, and identify how much it costs the wholesaler or retailer to deal with merchandise that is damaged. Have the students turn in their report to you.

Have students explain the procedures for handling damaged merchandise at their training stations. Then have the students explain what they would do to correct the problem. The students should also report how much money they think damaged merchandise costs "everyone" concerned.

References

LAP 44-924

Retail Selling
  Chapter 22

Warehousing
  Assignment 18

Physical Distribution
  Chapter 10

Materials Handling
  Parts 28, 35

Wholesaling & Physical Distribution
  Chapters 8, 9

Retailing Principles and Practices
  Part 41
  (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF BUILDING CUSTOMER LOYALTY

FM-53

What Does the Competent Marketing Employee Do?

828-Knowledge of/or Understanding that

Knowledge that customer loyalty can be built with timely merchandise and friendly service.

Common to
    General Retail Merchandising

Suggested Learning Activities

Have students prepare a bulletin board on the importance of friendly service.

Invite a panel of business persons to discuss with the class why customer loyalty, timely merchandise, and friendly service are important to the successful operation of a business.

Have students interview five persons with whc whom they are acquainted to find out why these people shop at one particular store. Have students identify what are the store's strongest and weakest qualities.

Have students make a list of customer courtesies practiced at their training station. Then have students identify customer courtesies they like to see when they are shopping.

Have students make a list of stores in town that they go to because they know they will get friendly service.

References

LAP 47-828

Produce Merchandising
    Assignment 12, and 13

Grocery Merchandising
    Assignment 4, 6, 20-21

Human Relations in Business
    Chapter 5

Retail Merchandising
    Chapter 5

Retail Selling
    Chapter 30

Retailing Principles and Practices
    Part 63
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS

FM-54

11

What Does the Competent Marketing Employee Do?

899-Skill

Ability to serve customers in the manner or style that management desires.

Common To
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

880-Skill
932-Attitude

Suggested Learning Activities

Discuss with the class the following case problems:

1. You work in the department of a completely self-service store. A customer enters and you can tell the customer is trying to decide which item to buy. Explain how you would serve that customer.

2. The same customer as in Case #1 enters a full-service store where you work. Explain how the customer would be served compared to a self-service store.

On a sheet of paper have students list three stores that attract different types of customers. Have students describe the types of customers that shop in each store, the reasons they think this type of person is attracted to the store, and how they would serve the customers in the different stores.

References

LAP 48-899

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 31

Retailing Principles and Practices
Parts 15, 53
(7th edition, 1981 tentative)

Retail Selling
Chapter 18

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS

FM-55

11

Selling

What Does the Competent Marketing Employee Do?

880-Skill

Ability to treat customers with courtesy even though they don't buy in hope that they will return at some future date.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

895-Skill
932-Attitude

Suggested Learning Activities

Have the students discuss each situation below where a customer doesn't buy, describe how a salesman can use courtesy to encourage the customer to return to the store.

1. A customer asks for a product that your store doesn't carry.
2. The customer doesn't buy because you can't answer his questions.
3. The price is higher than the customer wants to pay.

References

LAP 48-880

Produce Merchandising
Assignment 12, and 13

Grocery Merchandising
Assignment 2

Retail Selling
Chapter 18

Retail Merchandising
Chapter 5

Retailing Principles and Practices
Part 31

Retailing Principles and Practices
Part 24
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS

11

Selling

What Does the Competent Marketing Employee Do?

932-Attitude

Attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

880-Skill
899-Skill

Suggested Learning Activities

Have students obtain a copy of their store manual from their training station. The students should read the sections that deal with handling customers. Then students can write a short summary of the policies indicating how they as a clerk, would treat a customer in the store. If you want to expand this activity, you could have students identify corrections or additions that should be made to the manual. Or, this could be done as a separate exercise.

Have several students present a panel discussion on the importance of understanding a firm's policies in order to effectively serve customers.

References

LAP 48-932

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Marketing in Action
Chapter 11, d

Fundamentals of Selling
Chapter 7

Retailing Principles and Practices
Part 4

Retail Merchandising
Chapter 5

Retailing Principles and Practices
Part 13
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE METHODS OF HANDLING OBJECTIONS

FM-57

11

What Does the Competent Marketing Employee Do?

874-Skill

Skill in sensing a customer's objections and handling them as effectively as possible.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

926-Attitude

Selling

Suggested Learning Activities

For each of the following statements have students indicate how the objection might be handled:

1. The price is too high.
2. I'm not interested.
3. I don't need it.
4. I want to wait.
5. I'd like to consult my husband.
6. I'm just looking, thank you.
7. I don't know anything about this particular brand.

Have students select a product sold at their training station and list all the reasons for not buying that product. Then the students should develop a method for handling that objection.

References

LAP 49-874

Basic Salesmanship
Chapter 7, (2nd edition)

Retail Selling
Chapter 23

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 26

Produce Merchandising
Assignments 12, and 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE METHODS OF HANDLING OBJECTIONS

FM-58

11

What Does the Competent Marketing Employee Do?

926-Attitude

Attitude that customers' objections must be handled and overcome with respect.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

847-Skill

Suggested Learning Activities

Develop a list of objections commonly associated with three specific products. For each objection, write down how each objection would be handled.

Given a role playing situation with customer objections, the student will respond by overcoming the customer's objection in a respectful manner.

Visit a local business and have a salesperson demonstrate a product in which you are interested. Present the salesperson with objections and record how each objection was handled. Report your findings to the class.

References

LAP 49-926

Retail Selling
Part 23

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 26

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HELPING A CUSTOMER MAKE A BUYING DECISION

FM-59

11

What Does the Competent Marketing Employee Do?

811-Knowledge of/or Understanding that

Knowledge of the ways to help a customer make a buying decision.

OTHER CLUSTER COMPETENCIES

891-Skill

Selling

Suggested Learning Activities

From selected readings, have students determine the five buying decisions that a customer goes through before buying merchandise. Then, have them write a response to each as to how they would help the customer make that buying decision. The students should turn their responses in to you. The five buying decisions are:

1. Why should I buy.
2. What type, brand, or style should I buy.
3. Where should I buy.
4. How much should I pay.
5. When should I buy.

Give the students two or three lines of merchandise that requires some form of selling. One example might be Christmas trees. Then have the students either write or role play how they would help a customer make a buying decision for each of the products.

Lecture and discuss with the students the five buying decisions a customer goes through before making a purchase.

References

LAP 50-811

Modern Supermarket Operations
Assignmetns 3, 30

Communications in Marketing
Chapters 1, 2

Creative Selling
Chapter 3

Basic Salesmanship
Chapters 2, 3

Retailing Principles and Practices
Unit 3

Produce Merchandising
Pages 1-4
Assignments 12, 13

Grocery Merchandising
Pages 1-4
Assignment 2

Basic Selling
Chapters 2, 3
(2nd edition)

Creative Selling
Chapter 3
(2nd edition)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF HELPING A CUSTOMER MAKE A BUYING DECISION

FM-60

11

What Does the Competent Marketing Employee Do?

891-Skill

Skill in helping a customer make a buying decision.

Common to
General Retail Merchandising

Suggested Learning Activities

Have the class brainstorm a list of ways in which sales people can help customers make buying decisions.

Have two students role-play the following situation while the balance of the class observes. Have one student assume the role of a salesperson and another student assume the role of an indecisive customer. Have the salesperson try to help the customer make a decision. Then have the class discuss the effectivenss of the sales person.

References

LAP 50-891

Retailing Principles and Practices
  Unit 3

Fundamentals of Selling
  Chapter 9, and 10

Retail Merchandising
  Chapter 11

Retail Selling
  Unit 4

Modern Supermarket Operation
  Chapter 5

Front End Operations
  Assignment 3

Produce Merchandising
  Assignments 12, and 13

Grocery Mercha[illegible]ising
  Assignment 2

Retailing Principles and Practices
  Parts 23, 41, 47
(7th edition, [illegible]81
[illegible])

Selling

Cluster Instructional Objective: ABILITY TO VALUE THE ART OF LISTENING IN ORDER TO COMPLETE A SALE

FM-61

11

What Does the Competent Marketing Employee Do?

884-Skill

Ability to question, observe, and listen in order to complete a successful sale.

Common to
General Retail Merchandising

Suggested Learning Activities

Give a presentation to the students on listening techniques necessary for selling. Use various illustrations on why it is important for the salesperson to listen to the customer and how to listen without losing the sale or one's train of thought.

Demonstrate to the students how to question, observe, and listen in order to complete a successful sale. Demonstrate the "funnel technique" in questioning--meaning to start out with broad questions and to narrow down to the final item.

Have the students play some form of a listening game. One type of listening game is to divide the class into two teams and for each member to take position on the team; first position, second position, etc. Then you say a phrase to the first student, who in turn repeats it to the second student, and so on through the last student. Then you have the last student on each team recite the phrase aloud to see who comes closest to the original phrase. Then discuss with the class why it is important to listen in order to complete a successful sale. (This activity can be done by telling the first student of each team a short story.)

References

LAP 51-884

Modern Supermarket Operation
Assignments 3, and 30

Communications in Marketing
Chapters 1, and 2

Creative Selling
Chapter 3

Basic Salesmanship
Chapters 2, and 3

Retailing Principles and Practices
Unit 3

Produce Merchandising
Pages 1-4
Assignments 12, and 13

Grocery Merchandising
Pages 1-4
Assignment 2

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE WHEN AND HOW TO CLOSE A SALE

FM-62

11

What Does the Competent Marketing Employee Do?

876-Skill

Skill in closing a sale with a statement to the occasion or the season.

Suggested Learning Activities

Have a blank overhead transparency to work on. Ask the class to name ways to determine how and when to close a sale. Write their points on the overhead transparency.

As a homework assignment, have students write from their experiences the different ways salespeople have closed sales. The next day, have the class discuss their experiences.

References

LAP 52-876

Fundamentals of Selling
  Chapter 10

Retail Merchandising
  Chapter 11

Retail Selling
  Chapter 24

Retailing Principles and Practices
  Parts 9, 42
  (7th edition, 1981 tentative)

Basic Selling
  Chapter 8
  (2nd edition)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF REPAIRING MERCHANDISING TO SELLING CONDITIONS

FM-63

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
841-Knowledge of/or Understanding that Knowledge of how to make minor repairs to merchandise to return it to selling conditions.	Have the students either from their work experiences or from interviewing their training sponsor determine what can be done to damaged merchandise to return it to selling condition. An example might be: "When opening a case of cake mix, the blade cuts some of the tops of the cake boxes inside the case. How can this merchandise be repaired so it can be sold?" Have students discuss their results with you. Have students determine if their training station has a policy on repairs to damaged merchandise. If there is such a policy at their training stations, have students write the policy and submit it to you. If the training station does not have such a policy, have the student find out what the "unwritten" policy at their training station is.	LAP 55-841 Stocking, Marking, and Displaying Assignment 20 Food Distribution Page 46 Modern Supermarket Operations Assignment 28 Retailing Principles and Practices Part 20 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO INCREASE SALES BY USING SUGGESTIONS

FM-64

11

What Does the Competent Marketing Employee Do?

929-Attitude

Attitude that suggestion selling is a service to the customer and also increases volume and profits.

Common to
General Retail Merchandising

Suggested Learning Activities

Assign readings to the students from several sources. Have students outline the basic ideas they learned from the readings.

While discussing "suggestion selling" with students, let them relate experiences from their training stations.

Discuss the value of suggestive selling to:
A. The Customer
B. The Business
C. The Salesperson

Have students give five examples of suggestive selling using either a related or an unrelated item.

References

LAP 56-929

Retail Merchandising
Chapter 11

Retail Selling
Chapter 25

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 27

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO INCREASE SALES BY THE USE OF RELATED ITEMS

FM-65

What Does the Competent Marketing Employee Do?

882-Skill

Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.

Suggested Learning Activities

Give the students a case problem where a customer, after a brief discussion with the clerk, has bought only one item of merchandise. The case should incorporate how sales can be increased through suggestion selling. An example might be the sale of a turkey, having the students identify how the clerk might suggest related items to the customer.

Have yourself and one other person experienced in selling techniques video-tape two sales presentations which show how to successfully sell related items via suggestion selling. After the class views the presentations, have them discuss the suggestion selling techniques used.

Have students get into pairs to role play a selling situation. The student playing the part of the salesperson should utilize suggestion selling. Then have the students get together as a class to discuss some of the points they noticed during their role-playing situation.

References

LAP 57-882

Produce Merchandising
Assignment 35

Display Ideas for Supermarkets
Chapter 3

Food Distribution
Pages 6, 44

Stocking, Marking, and Displaying
Assignments 12, 22, 25

Retail Selling
Chapter 3

Retailing Principles and Practices
Parts 16, 17

Grocery Merchandising
Assignment 16

Produce Merchandising
Assignment 8

Merchandising in Action

Cluster Instructional Objective: ABILITY TO INCREASE SALES BY SUGGESTING SUBSTITUTE ITEMS

FM-66

11

What Does the Competent Marketing Employee Do?

871-Skill

Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.

Common to
    General Retail Merchandising

Suggested Learning Activities

Have students select three products or services offered at their training station. Then for each product or service, the student should list substitutions which could be suggested when that product or service is unavailable.

Have students role-play a situation where one student assumes the role of salesclerk and another student assumes the role of customer. Have the customer enter the store and ask for an item which is unavailable (out of stock). Have the balance of the class observe the responses of the salesclerk. After the role-play, the class should discuss the salesclerk's strong and weak points.

References

LAP 58-871

Retailing Principles and Practices
    Part 25

Fundamentals of Selling
    Chapter 9

Produce merchandising
    Assignments 12, 13

Grocery Merchandising
    Assignment 2

Retailing Principles and Practices
    Part 24
(7th edition, 1981
tentative)

Selling

Cluster Instructional Objective: ABILITY TO INCREASE SALES BY SUGGESTING RELATED, ACCESSORY, AND LARGER QUANTITY ITEMS

FM-67

11

Selling

What Does the Competent Marketing Employee Do?

809-Knowledge of and Understanding that

Knowledge of how to suggest related items, accessory items, or larger quantities to customers in order to increase the amount of the sale.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students pick one or two special items to suggest to every customer during the day. This should be an item that most customers would probably need. Have the students keep two totals of the daily sales.

(1) A total of what the customer requested (the original item the customer came into the store for).
(2) A total of what you sold through "suggestion selling."

Have students complete the following case problems:

Case Problem

Study the following sales situations and indicate how they could have been improved upon

A. A customer asks to see the suits advertised at $35. The salesperson says, "I can show you those suits, but I'm sure you'd like these suits at $50 better. They're a real value."
B. A customer purchases a shirt. The salesperson says, "May I show you a tie to match the shirt?"

(continued on next page)

References

LAP 59-809

Retail Merchandising
Chapter 11

Retail Selling
Chapter 25

Fundamentals of Selling
Chapter 9

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Princples and Practices
Part 27

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO INCREASE SALES BY SUGGESTING RELATED, ACCESSORY, AND LARGER QUANTITY ITEMS (Continued)

FM-68

11

What Does the Competent Marketing Employee Do?

809-Continued

Suggested Learning Activities

C. A wholesale hardware salesperson has just completed a sale of a line of tools to a retail dealer. He remarks, "I suppose you have plenty of nails in assorted sizes."

D. A grocery clerk shows the customer where the frozen turkeys are during the holiday season.

References

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

FM-69

11

What Does the Competent Marketing Employee Do?

823-Knowledge of/or Understanding that

Knowledge of the ways to handle customer complaints according to store policy.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

927-Attitude
937-Attitude

Suggested Learning Activities

Have two students perform a role-playing situation where one student acts as a salesperson and the other student acts as a customer. The customer will enter the store and approach the salesperson with a complaint about one of the store's merchandise or about one of the store's policies. The salesperson must diplomatically handle the complaint so goodwill will be rebuilt between this customer and the store.

Have students find out the general policies for handling customer complaints at their training stations. Have students compare procedures used.

References

LAP 60-823

Relations in Business
Chapter 5

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Parts 13, 30, 34
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

FM-70

What Does the Competent Marketing Employee Do?

927-Attitude

Attitude that a customer's complaint is an excellet opportunity to build goodwill.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

937-Attitude
823-Knowledge of/or Understanding that

Suggested Learning Activities

Have two students perform a role-playing situation where one student acts as a salesperson and the other student acts as a customer. The customer will enter the store and approach the salesperson with a complaint about one of the store's merchandise or about one of the store's policies. The salesperson must diplomatically handle the complaint so goodwill will be rebuilt between this customer and the store.

Have students make a list of complaints which are commonly heard at your training station. Determine how good will could be achieved.

References

LAP 60-927

Relations in Business
Chapter 5

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

FM-71

11

What Does the Competent Marketing Employee Do?

937-Attitude

Attitude that the customer--by his/her very act of complaining--is giving the store an opportunity to correct a possible fault in its operation.

Common to
General Retail Merchandising

Other Cluster Competencies

927-Attitude
823-Knowledge of or Understanding that

Suggested Learning Activities

Have the students read one of the references and interview a store manager to determine the use of customer complaints. Have the students write or orally report their findings answering the following questions:

A. Reasons for complaints
B. How to handle
C. Possible ways to evaluate complaints
D. How they can be used to correct store operations

References

LAP 60-937

Relations in Business
Chapter 5

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 30
(7th edition, 1981 tentative)

Selling

11

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF THE PREPARATION OF PRODUCE FOR SALE

FM-72

What Does the Competent Marketing Employee Do?

852-Knowledge of/or Understanding that

Knowledge of how to pre-package produce items in various size units for easy selection by customers.

OTHER CLUSTER COMPETENCIES

905-Skill

Suggested Learning Activities

Have students interview the produce manager at their training station or at a local supermarket. The students should ask the manager how produce items are pre-packaged in various sizes for easy selection by customers. Then have students orally present their findings to you or to the class.

Have students visit the produce department at their training station or at a local supermarket. Have them observe different pre-packaging produce techniques on ten items. Then the students can describe, in writing, the process of packaging each of the ten items.

References

LAP 61-852

Modern Supermarket Operations
Chapters 9, 20, 21

Front End Operations
Assignment 2

Food Distribution
Page 42

Produce Care, Preparation, and Merchandising for Food Stores

Produce Merchandising

The Buying Guide

Grocery Merchandising
Pages 1-4

Customer Services
Chapter 5
(2nd edition)

Retailing Principles and Practices
Part 20
(7th editio[illegible]1981
tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF THE PREPARATION OF PRODUCE FOR SALE

FM-73

11

What Does the Competent Marketing Employee Do?

905-Skill

Ability to rework and trim unsold produce for maximum sales appeal.

Suggested Learning Activities

Have students visit the kitchen at the school. Determine what is done to the fresh produce items before they are used in cooking; such as trimming, etc. Have students determine how much is wasted and what could be done to avoid some of the loss.

Have students visit a produce department at a local supermarket. Have them either watch or visit with the produce person to see how produce is reworked and trimmed to maximize sales appeal. Also determine how much of this has to be done.

Have students form teams to visit the produce departments of several supermarkets. With their help, develop some type of an evaluation sheet that the students can use in determining the selling appeal of the produce department. Compare results of their findings and discuss.

References

LAP 61-905

Modern Supermarket Operations
Chapter 9

Retail Merchandising
Chapter 12, b

Retail Principles and Practices
Parts 11, 24

Selling

Cluster Instructional Objective: ABILITY TO RELATE THAT ASSISTING CUSTOMERS IN SELECTING PRODUCE IS AN IMPORTANT SELLING SERVICE

FM-74

11

Selling

What Does the Competent Marketing Employee Do?

850-Knowledge of/or Understanding that

Knowledge of how to assist customers in selecting and weighing the quantity of produce they desire, bagging, and price-marking it.

Suggested Learning Activities

Obtain some type of fan or cylinder scale for the classroom. Give students ten weight problems where they have to determine the quantity and price.

Have students visit their training station produce department or a local supermarket produce department to note the items that are sold by the pound. Then have the students find out if the items are weighted, bagged, and marked in the produce department or at the cash register. The students should present their findings in a brief written report. They should also include in their report where they believe the best place to weigh items is and why.

References

LAP 62-850

Front End Operations
  Assignments 3, 9

Modern Supermarket Operations
  Chapters 3, 20

Retail Merchandising
  Chapter 5, b
  Chapters 9, 10

Retailing Principles and Practices
  Units 3, 5

Retail Selling
  Units 4, 6
  Chapter 30

Produce Merchandising
  Assignments 2, 4, 6, 7, 12, 13

Grocery Merchandising
  Assignment 2
  Pages 1-4

Retailing Principles and Practices
  Part 20 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF MAINTAINING SHELVES AND DISPLAYS

FM-75

What Does the Competent Marketing Employee Do?

958-Attitude

Attitude that shelf and special displays sell more merchandise when straightened and resupplied as merchandise is sold down.

Common to
General Retail Merchandising

Suggested Learning Activities

Have students explain advantages of a well stocked store.

Discuss the importance of stocked shelves to sales and how straighten stock affects the stores image.

Have students visit various stores and discuss their reactions to merchandise conditions.

References

LAP 63-958

Retail Merchandising
Chapter 17

Fundamentals of Selling
Chapter 12

Grocery Merchandising
Assignment 12

Produce Merchandising
Assignments 4, 6, 8

Retailing Principles and Practices
Parts 23, 27, 63
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF CORRECT CASH REGISTER OPERATIONS

FM-76

11

What Does the Competent Marketing Employee Do?

907-Skill

Ability to quickly and accurately distinguish the department from which merchandise comes and ring the item on the correct cash register department key.

Common to
General Retail Merchandising

Suggested Learning Activities

Have student list 30 items sold at their training station. The student should identify about three or more items per various departments and identify at least 10 items which are rarely sold. In class have the students exchange lists. Or on a separate sheet, have the students mix up the items and then return this new list to the original student, keeping with their new list, the students should make a note beside each item as to which department the item is in. Then the students should get their original list and check the new list for accuracy. You can make a game (or quiz) out of this by giving points to the students for each item they get correct.

Have students make a list of items from their training station which they have trouble locating. In class have the students makeup their own matching quiz to aid them in identifying the item of the proper department (location).

References

LAP 64-907

Retail Selling
Chapter 14

Mathematics in Marketing
Chapter 3

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF CORRECTLY HANDLING COUPONS

FM-77

11

What Does the Competent Marketing Employee Do?

851-Knowledge of/or Understanding that

Knowledge of how to redeem merchandise coupons and reimburse customers for the correct amounts according to the store's policies and procedures.

Common to General Retail
Merchandising

Suggested Learning Activities

Give a presentation to the students on the various types of coupons (store coupons, company coupons, etc.). Use examples or transparencies of coupons to show students the differences. Also discuss the wording of coupons to determine whether or not that makes a difference on how good the coupon is.

Have students determine what their training station policies are regarding the redemption of coupons. Students should identify how customers are reimbursed for their coupons. Then have the students discuss their training station policies. Similarities and differences should be noted during the discussion and pointed out to the students.

Have the students collect a variety of coupons received by a grocery store. Have the students bring these coupons to class so the coupons from various grocery stores can be compared.

References

LAP 65-851

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 5, b

Retail Selling
Chapter 30

Modern Supermarket Operation
Chapter 3

Front End Operations
Assignment 8

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF SUGGESTION SELLING

FM-78

What Does the Competent Marketing Employee Do?

909-Skill

Skill in tactfully explaining the reason for the shortage of a selected food item that is "out" and suggesting something that might be equally appealing to the customer.

OTHER CLUSTER COMPETENCIES

960-Attitude

Suggested Learning Activities

Have a role-playing situation where either you (or a student) are the customer and the student (or you) is the store employee. In this situation, have the customer be angry because a special trip was made to the store for an item that is out of stock. Demonstrate to the rest of the class how this situation can be handled by suggesting something is equally appealing to the customer.

Give a lecture/discussion on how clerks should respond to customers' requests for an item that is out of stock. Have the students offer opinions on how they would tactfully suggest substitutions.

References

LAP 82-909

Front End Operations
  Assignment 3

Modern Supermarket Operations
  Pages 9, 11

Retail Selling
  Chapter 8
  Page 193

Retail Merchandising
  Chapter 11, b
  Chapter 12, d

Retailing Principles and Practices
  Parts 21, 27

Psychology and Human Relations in Marketing
  Chapters 1, 2

Produce Merchandising
  Pages 1-4

(continued on next page)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF SUGGESTION SELLING (Continued)

FM-78

11

What Does the Competent Marketing Employee Do?

909-Continued

Suggested Learning Activities

References

Grocery Merchandising
Pages 1-4

Human Relations in Marketing
Chapters 1, 2
(2nd edition)

Retailing Principles and Practices
Part 24
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF KEEPING CLEAN AND ORDERLY COUNTERS

FM-79

11

Selling

What Does the Competent Marketing Employee Do?

964-Attitude

An attitude that clean, orderly counters are a method of stimulating sales.

Suggested Learning Activities

Assign appropriate reading to the class and then discuss the material with them.

Without previously notifying the class, have your desk extremely messy. Then try to locate something on your desk and when you can't find it right away appear a bit flustered and unorganized. The next day, have a clean, neat, orderly desk and act accordingly. On the third day discuss with the class the differences in your desk's appearance and your moods and action. Also discuss the students' reactions and have them state how they felt even though they may not have outwardly displayed any reaction. Then relate this to counters, customers, and sales. This could be shortened to a 15-minute demonstration and done within one day.

In small groups, have students prepare a recipe for the "Secret of Successful Selling." Have the groups read their recipes to the entire class.

References

LAP 91-964

Retail Selling
  Chapter 6

Retailing Principles and Practices
  Part 14

Retail Merchandising
  Chapter 11

Produce Merchandising
  Assignments 4, 8, 11

Grocery Merchandising
  Assignments 4, 6, 12

Merchandising in Action

Retailing Principles and Practices
  Part 20
  (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO ASSIST CUSTOMER WITH PRODUCE SELECTIONS

FM-80

11

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
850- Knowledge of/or Understanding that How to assist customers in selecting and weighing the quantity of produce they desire, bagging, and price-marking it.	Have students interview various managers as to the correct procedure for assisting customers. The students should write a paper on how to properly assist the customer. Role play a situation having the students demonstrate the correct procedures for aiding customers. Have the students do assignment three in Stocking, Marking and Display.	LAP 62-850 Bagging Food Merchandising Principles and Practices Chapter 4 Stocking, Marking and Displaying Assignment 3 Modern Supermarket Operations Chapter 3

Selling

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF SUGGESTIVE SELLING

FM-81

What Does the Competent Marketing Employee Do?

960-Attitude

That any necessary food items that are "out" or in short supply must be reported immediately.

OTHER CLUSTER COMPETENCIES

909-Skill

Suggested Learning Activities

Discuss the profit lost when the shelves are not kept stocked.

Have the students in small groups discuss how they feel when merchandise is out when they go to buy it. Also have them discuss the long-range effects of being out-of-stock, in terms of customers, profits, and the store's reputation.

Have the students interview three managers as to the importance of keeping full shelves. Have the students then complete Assignment 3 in "Stocking, Marking and Displaying."

References

LAP 82-960

Food Merchandising Principles and Practices
Chapter 8

Stocking, Marking and Displaying
Assignment 11

Modern Supermarket Operations
Chapter 21

Grocery Stocking